



Save the Children

International Development and Early Learning Assessment (IDELA)

Adaptation & Administration Guide

2017

Acknowledgements:

A tremendous amount of work and dedication has gone into the development and validation of IDELA and there are many people without whom the creation of this tool would not have been possible. IDELA was originally envisioned by Ivelina Borisova in 2011 and was guided into its current form along with the associated guidance manuals by Ivelina Borisova and Lauren Pisani. Special thanks are due to the Save the Children U.S. ECCD and Research Teams who supported all development efforts as well as the Save the Children International country teams who were involved in field testing and using IDELA. We are also thankful to the numerous staff and enumerators who have collected IDELA data and to the many partners and colleagues who have joined and supported the IDELA journey.

DO NOT COPY

INTRODUCTION

This is the administration and adaptation guide for the IDELA tool. For each question in the IDELA tool, you will find 1) the objective of the question 2) when to probe the child for more information 3) instructions for possible or necessary adaptations and 4) how to score the question. For further details about adapting IDELA for children with disabilities, go to Appendix A. Item extensions that increase difficulty should only be considered if ceiling effects are observed with existing items but are not part of the core tool. We begin with overall administration guidelines as well as scoring rules and then continue with guidance specific for each question.

General Administration Rules

- This tool allows you to assess the development and early learning of young children (ages 3.5-6.5 years). Please pay careful attention to the instructions, and read all questions to children exactly as they appear. Throughout the guide you will see three forms of type:
- **Bold type in boxes indicates things the assessor must say to the child out loud. Please read this type aloud to the child completely and exactly as it appears. This is important to ensure that the data will be collected in a standardized manner across all children.**
- *Italic type indicates instructions for assessors. Do not read these instructions aloud to the child. Follow these instructions exactly as they are written.*
- Underlined type indicates a stop rule and is an area where you may need to stop a particular item and move on to the next.

Probing and Repeating

Probing and repeating are critical components of administering the IDELA tool, but it is important to clearly understand when and how much is appropriate. Too little probing/repeating might bias results towards an incorrect response. A child could have known the answer but not understood the question or responded to the wrong question. Too much probing/repeating might bias results towards a correct response. A child who receives many opportunities to respond may be helped by the extra chances.

Probing should be used to clarify your understanding of a child's response. Young children are still developing their verbal abilities so sometimes they speak very softly or say things that are unclear. We probe to make sure we clearly understand the child and their intended response. Some questions have built-in probes because we find that assessors commonly need to clarify children's responses for these items.

You may repeat each question ONCE for the child. You may repeat a question for the reasons listed below. Wait for **5 seconds** before repeating the question. This is important to standardize the way the assessment is administered and to allow children the necessary time to think and respond.

- 1) the child does not respond or looks confused,

2) the child demonstrates that they have misunderstood the question by giving a response to a different question or by talking about something irrelevant or

3) child requests for the question to be repeated.

When not to repeat or probe?

- DO NOT repeat a question after a child has provided an incorrect response, appropriate for the question. If the response is relevant to the question but is incorrect, accept the response and score appropriately.
- DO NOT repeat or probe if you have already repeated or probed once and have waited the 5 seconds for the child to respond. It is very tempting to continue repeating a question and rephrasing it in different ways to help the child with the response, but this poses a big problem for standardizing an assessment because it gives unequal advantage to different children.

Practice Questions

For some IDELA questions, there is a practice component prior to administering the question. The purpose of this is to first introduce the concept or the skill being tested to a child and ensure understanding of the task at hand before moving on to the actual assessment. An example of this is the letter sound item. In the first part of this item we explain the rules of the game to the child and practice once to check for understanding. Only after we are sure that the child has understood the rules do we move on to the actual assessment of this skill. The main differences between a practice question and an assessment question is that during the practice question the data collector does not score the child's response and provides the correct response to the child or explains the task as needed. During an assessment questions, the enumerator scores the child's response and does not provide answers or explanations about the task. The structure of the practice questions is as follows:

- Provide the instructions for the question and ask the question.
- Wait for the child to respond.
- If the child responds correctly, acknowledge that the response was correct and repeat the correct response.
- If the child does not respond or responds incorrectly, provide positive encouragement and then provide the correct response for the child and explain why.

Timed Questions



A few questions on the assessment are timed and you will see a clock symbol next to them. All of these questions should be scored at the 2 minute mark. However, this does not mean that you absolutely need to stop the child from completing a task if he/she is very engaged and wants to finish the task. You can let the child finish the task but score the item at the 2 minute mark. This is important in order to have reliable and standardized responses.

These timed questions are best administered with a mobile or a watch next to you. However, be careful not to put too much emphasis on the use of the watch in front of the child, rather discretely look at your watch as the child begins the question and pay attention when the 2 minute mark passes.

Scoring

- It is very important to score as you administer each question. If you are using the tablet based version of IDELA, this will happen naturally. If you are using the paper based version of IDELA, you need to remember to score each and every question immediately after the child has provided a response.
- At the end of the assessment, make time while you are still with the child to check your entire scoresheet and ensure that no responses were omitted.
- Almost all questions are scored on 0, 1, 999 scale with a few exceptions where an actual number needs to be written in the score sheet.
 - 1 stands for “correct response” and signifies that the child demonstrated the skill being assessed.
 - 0 stands for “incorrect response” or for a response that means “I don’t know”. That is, 0 means the child does not have or did not demonstrate the skill being assessed. Children have different ways of expressing that they do not know an answer. Some children actually use these words, while others shrug their shoulders, and yet others stay quiet and don’t respond to the question. All of these instances are scored as 0.
 - 999 stands for “refused to respond” or “skipped question”. It is important to understand the difference between “Incorrect/I don’t know” and “refused to answer”. Refused to answer is only to be used when a child literally refuses to respond to a question. They may say “I don’t want to play this game,” they may get up from the chair and demand to play with something else, or in rare instances they may cry, thus showing you they are not comfortable responding to the question. In these instances, mark “refused to respond” and move to the next question. The option “Refused to respond/Skipped” is used very rarely.
 - Continuous score refers to items for which the enumerator counts a child’s response to a question and records that number in the scoring sheet. These questions include the following: 8, 9, 15, 19, 21, 23, 24. In these questions, we seek to gain understanding of the range of responses the child can provide or the depth of the skill he/she has. The maximum number you can record on all these questions is 10 even if the child provides more than 10 responses.
- If a child corrects themselves while still focused on the item, record the response as correct. The only exception is for Item 14 in which self-correction has a separate score.

Working with the child throughout the assessment

- Make sure your stimuli (picture cards etc.) are prepared in advance in the order in which you will need them, and easily accessible so that you are ready to focus on the child immediately at the start of the assessment.
- As much as possible ensure that the environment where the assessment is taking place is calm and quiet. This is not always possible but to the best of your ability select a location where the child will not be distracted by too many other things and people. For example, if you in an ECD center move to the back corner of the room, the hallway or even under a tree outside where the child might be more easily

concentrated than inside. If you are in a home, select a room/outside area where not too many people will pass through.

- Before beginning any assessment, it is important to establish a relaxed and playful rapport with the child. Ask him/her a few questions about subjects of interest to them and introduce yourself. As much as possible, help the child see the assessment as a game rather than a serious test. Also, ensure that you begin the assessment by recording the child's name, sex, date of assessment, etc., on the score sheet.
- Throughout the assessment, it is important to offer consistent, neutral encouragement to the child. Say things like, *'You are working very hard - keep it up!'* Give encouragement in between questions, rather than in the middle of questions. Be patient and positive!
- After asking each question patiently wait for the child's response and don't rush into further explanations. Children need time to concentrate and think before responding. Use the "5 Second rule".
- Do not give hints to questions or make facial expressions while the child is completing tasks. Children are very quick to pick up on your body language or facial expressions so be sure not to show on your face or through your body if a child has provided an incorrect response. The best strategy is to use the same tone of voice and the same encouragement throughout – regardless of whether the child offers correct or incorrect responses.
- Observe how the child is doing and offer breaks as needed throughout. There is no time limit to complete the assessment, although some questions are timed to help move through the items at a regular pace.

BACKGROUND QUESTIONS

This information is to be completed **before** the assessment begins with the child. These questions should not be asked to the child. The specific items in this section can be decided on by each project team, but at minimum we recommend the following:

- Child ID
- Child's full name
- Child sex
- Child's age
- Date of Assessment
- Time at start of the assessment
- Time at end of the assessment
- District name & ID
- Community name & ID
- ECCD Center name & ID
- Assessor name
- Assessor working in pair or alone (for inter-rater reliability)

GREETING & CONSENT

Hello,

My name is _____. I work with the organization _____

We are here to learn about how children, like you, learn things so I would like to play games and do activities together. I will show you different games with stories, pictures, numbers, and other things. I will also ask you to show me how you do things, like drawing. Some games may be easy for you and others may be harder. Don't worry if you cannot do everything. It is only important that you try.

You can decide whether or not you want to play these games with me. If you do not want to play today, it will not affect how you are treated in class. Also, you can stop and take a break any time you need to.

Do you have any questions? Do you agree to do these activities with me?

	Yes	No
a) Does child consent?	1	0

Stop the assessment if the child does not give consent. Do no pressure them to continue the assessment with you, and return the child to their classroom or home immediately.

IDELA ITEMS

ITEM 1. SELF-AWARENESS (SOCIAL-EMOTIONAL)

Materials: None

It is very nice to meet you <child name>. I am going to ask you some questions about yourself now. Please answer them if you can, but do not worry if you do not know all of the answers.

Ask the child the following questions one at a time.

SCORING

	Correct	Incorrect/ Do not know	Refused/ Skipped
a) Please tell me your first and last name	1	0	999
b) Please tell me how old you are	1	0	999
c) Are you a boy or a girl?	1	0	999
d) Please tell me the name of one person who takes care of you at home	1	0	999
e) Please tell me the name of the neighborhood/community/village that you live in	1	0	999
f) Please tell me the name of the state/country that you live in	1	0	999

ADAPTATION CONSIDERATIONS:

Objective	Awareness of self and relationship to other people. Understanding of his/her environment.
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Adaptations Considerations	<ul style="list-style-type: none"> a) This question can re-phrased to ensure that children understand you are asking for both of their names. First and Last name can be substituted with other appropriate words such as “family name” or “surname” for example. Some country teams have split the question in two. “What is your name?” and “What is your family name?” to standardize prompting which is often required on this question as most children tend to answer with first name only. d) This question can be rephrased in order to be more easily understood if needed. The purpose of this item is to ask the child to identify the proper name of someone who takes care of them at home. This may be a parent but in many settings children are also cared for by grandparents or other family members so it does exclusively refer to parents. However, if that is the most appropriate question in your context, it can be rephrased. e) Choose ONE of the options listed (neighborhood, community or village) based on relevance and based on what children aged 3-6 might be familiar with. Alternatively, insert the name of a similar area that represents a local (often small) geographic region which children aged 3-6 would be familiar with. f) Choose ONE of the options listed (state or country) or insert the name of a similar area that represents a larger geographic area which children aged 3-6 would be familiar. A country’s region is sometimes appropriate if the country is divided in multiple regions but most often this question refers to the country name. Re-phrasing the question during translation to ensure it is approachable by children is also acceptable. For example “what country do we live in” or “what is the name of our country?”
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ADMINISTRATION CONSIDERATIONS:

Administration Considerations	NA
When to probe?	<ul style="list-style-type: none"> a. If the child only says his/her first name, then you may probe by asking specifically about the last/surname. d. If child says “mom” or “aunt”, you may ask a follow-up question - e.g. “What is her name?” e. If the child points and says ‘over there’ or something similar you can prompt and ask if they know the name of the place.

How to Score?

- a. Children need to answer with BOTH first and last name to get a correct response. Nicknames are not acceptable. If children have multiple family names, the team can decide which are the most appropriate for 3-6 year old children to be expected to know.
- b. Child can verbally say their age or show it with their fingers.
- d. The child needs to say at least the first name of the person who looks after them (for example: Mama Iva). The child needs to identify the name of person only, not their relationship with the child. For example, in some cultures it's common for a child to call their mother 'mother of (child name)'. This is not a correct response because it does not indicate that the child understands their parent has an identity other than being their caretaker.
- f. In the case of refugees, your team can decide to accept either the current country or the country from which the child came.

ITEM 2. COMPARISON BY SIZE AND LENGTH (EMERGENT MATH)

Materials: Picture cards with circles and sticks

Now I will show you pictures and ask you some questions. Look at this picture and please show me the biggest circle.

Wait for child to respond and then say:

Now please show me the smallest circle.

Then show the child the picture with the sticks and say:

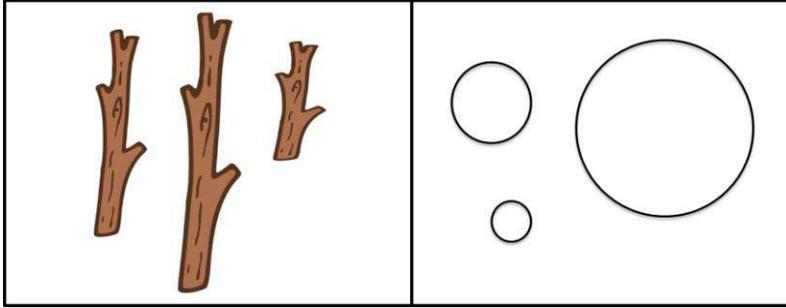
Now look at this picture. Please show me the longest stick.

Wait for child to answer and say:

Please show me the shortest stick.

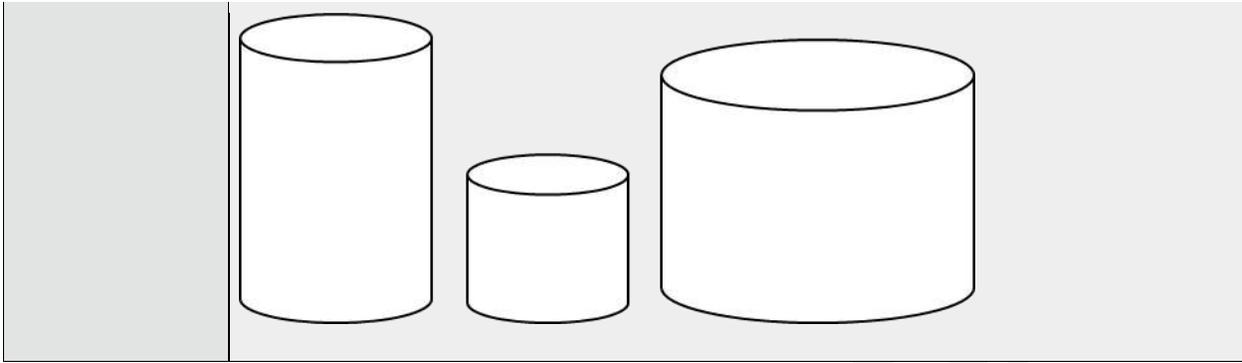
SCORING

	Correct	Incorrect/ Do not know	Refused/ Skipped
a) Child identifies biggest circle	1	0	999
b) Child identifies smallest circle	1	0	999
c) Child identifies longest stick	1	0	999
d) Child identifies shortest stick	1	0	999



ADAPTATION CONSIDERATIONS:

Objective	To assess measurement vocabulary and the concept of size/length– big/small; tall/short
Adaptations Considerations	<p>Replace pictures with others that are more locally appropriate if needed. When choosing new pictures ensure that the size and length of the objects are similar to those shown in these pictures and that the images on the pictures are things familiar to children in a particular setting.</p> <p>Additional questions can be added to this item if concepts such as “width” or “volume “for example are of high interest to a particular program or setting. These can be included in addition to the four questions that comprise this item.</p>
For Children with Disabilities	<p>Physical (very limited arm or hand mobility): Point at each stick/circle and ask the child to tell you yes/no or give you a sign with his head when you are pointing at the right one. Point to objects in the order they appear on the paper.</p> <p>Visual (severe): Instead of the picture cards, use concrete objects (real sticks or pencils, wooden circles)</p>
Extension of Difficulty	<p>Add 3rd question related to volume that asks child to identify biggest bottle from a series of three (picture can be adapted for cultural relevant but scale of items should remain the same).</p> <p>Now look at this picture. Please show me which cup holds the most water.</p> <p><i>Wait for child to answer and say:</i></p> <p>Please show which holds the least water.</p>



ADMINISTRATION CONSIDERATIONS:

<p>Administration Considerations</p>	<ul style="list-style-type: none"> - Show only one picture card at a time. Cover the card that is not currently being used or cut the pictures apart and show one at a time. - After displaying the picture card, remove your hands so that you do not accidentally point to the correct answer or give hints.
<p>When to probe?</p>	<ul style="list-style-type: none"> - When the child doesn't clearly point to one item, you can prompt the child once asking them to point to one item clearly. - Do not probe if the child clearly points to one item, even if the response is incorrect.
<p>How to Score?</p>	<ul style="list-style-type: none"> - The child should clearly point to the right answer. It is not necessary for them to verbally say the right response. - If after probing the child still points to two different items- for example the big and the medium circle, score as incorrect.

ITEM 3. SORTING AND CLASSIFICATION (EMERGENT MATH)

Materials: Picture cards of stars and circles (two red stars and one yellow stars, two yellow circles and one red circle)

Place the picture cards in front of the child in a random order and say:

We're going to play a game where we group pictures together that are similar. Look at these cards and try to arrange all of them in two groups with others that are alike. Use all the cards and put one group here and one group here (physically show with the hands).

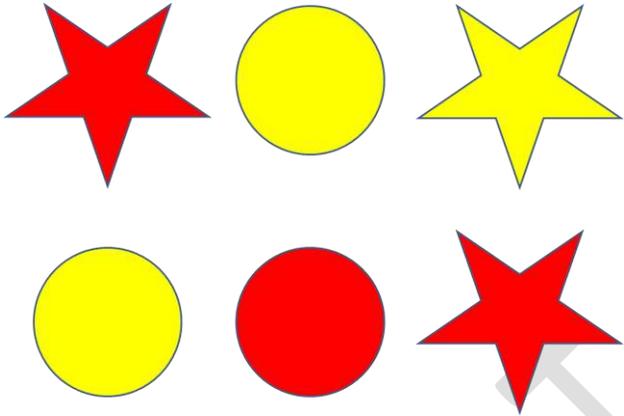
Once the child has completed sorting by one criterion, do NOT move the piles back together and say,

Ok now look at the cards again and try to find another/different way to group these cards.

Be patient and wait as the child tries to examine how to arrange the cards.

SCORING

	Correct	Incorrect/ Do not know	Refused/ Skipped
a) Child sorts cards by first criterion	1	0	999
b) Child sorts cards by second criterion	1	0	999



ADAPTATION CONSIDERATIONS:

Objective	Assess child’s ability to sort and classify by one or more criteria
Adaptations Considerations	None. Even if children are not familiar with shapes or colors yet, they can attempt the task or sorting.
For Children with Disabilities	Physical (very limited arm or hand mobility): take each shape and ask the child “should I put it on this side or the other?” S/he can tell you or show with the head. Visual (severe): use wooden shapes with different textures instead of colors. Adapt language of instructions (not “look” but “touch”)

ADMINISTRATION CONSIDERATIONS:

Administration Considerations	<ul style="list-style-type: none"> - Place the cards in a pile in front of the child and let the children look at them and sort them. Do not worry about trying to spread them out randomly because you may end up accidentally sorting them for the child - If the child has difficulty understanding the concept of sorting, you may use two white sheets of paper as “sorting bins” and ask the child to form the two groups on the two white sheets of paper. - When asking about the second criteria of sorting, do not mix up the cards. Leave the cards as the child first sorted them and let the child think of a new way to sort them.
When to probe?	<ul style="list-style-type: none"> - If the child has not used all the cards to form the two groups, then you can prompt them once by asking them to use ALL of the cards. - If the child has placed the cards in a row or a column and the groups are not visible, you can prompt the child once by reminding him/her that the task is to sort in two separate groups and you can also use the white sheets of paper described above.
How to Score?	<ul style="list-style-type: none"> - If the child is able to sort ALL the cards into two groups with one criteria, then mark “Correct”. For any other response, even for partially correct (for example the child sorts 4 cards correctly but leaves off 2 of the cards), mark “Incorrect/I don’t know”.

ITEM 4. SHAPE IDENTIFICATION (EMERGENT MATH)

Materials: A page with pictures of 6 shapes used in this test (4 shapes + 2 distractors)

Place the page with shapes in front of the child and say:

I have some pictures to show you. These are pictures of different shapes. Show me:

- a) **Where is the circle?**

Continue like this down the list:

- b) **Where is the rectangle?**
c) **Where is the triangle?**
d) **Where is the square?**

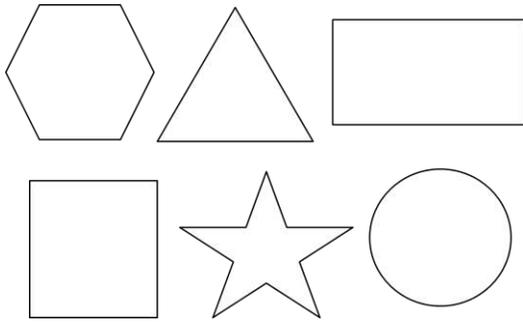
Look up from the page with shapes, and then ask the child

- e) **What is something that is shaped like a circle?**

SCORING

	Correct	Incorrect/ Do not know	Refused/ Skipped
a) Child identifies circle	1	0	999

b) Child identifies rectangle	1	0	999
c) Child identifies triangle	1	0	999
d) Child identifies square	1	0	999
e) Child identifies circle in the environment	1	0	999



ADAPTATION CONSIDERATIONS:

Objective	Assess ability to identify shapes and practical use of shapes.
Adaptations Considerations	<ul style="list-style-type: none"> - If square is considered the same as rectangle or children are not taught to differentiate between the two, you can replace it with one of the shapes children are more familiar with (i.e. oval) or omit it. - If other, additional, shapes are prominent in the curriculum, another shape can be added to this task. - The distractor shapes (star, hexagon) should remain the same for all assessments. The way the shapes are show to the child- on the same picture card- should remain the same across settings.
For Children with Disabilities	Physical (very limited arm or hand mobility): After each question, point at each shape and ask the child to tell you yes/no or give you a sign with his head when you are pointing at the right one

ADMINISTRATION CONSIDERATIONS:

Administration Considerations	<ul style="list-style-type: none"> - Place the sheet with shapes in front of the child and remove your hands so that you don't accidentally point to the right response. - Ask the child to clearly point to the shape with their finger f) Avoid pointing at objects in the room around to prompt the child to think of something with the shape of a circle. f) If the child did not identify correctly the circle in a), show the child the circle before asking this last question. You can say "this is a circle. Can you think of"
When to probe?	<ul style="list-style-type: none"> - If the child does not point to a shape clearly or points to two different shapes one after the other, then you can ask them to clearly point to only one shape again. - For identifying an object in the shape of a circle, if the child identifies the shape on the card, then you can ask them to provide another example.
How to Score?	f) If the child names an object or points to an object that is either a circle, sphere, or even an oval close to a circle, then mark "Correct".

ITEM 5. NUMBER IDENTIFICATION (EMERGENT MATH)

Materials: Number chart of numbers from 1-20

Let's look at numbers now. I will point to a number and I want you to tell me what number it is. It's OK if you don't know all of them.

Show the child a copy of the numbers chart. Using another sheet of paper cover all rows of the table except Row 1 so that it doesn't distract the child. Point to the first number in the first row and asking the child

What number is this?

If the child pauses for more than 5 seconds, mark as incorrect, point to the next number and encourage the child to continue.

Continue to show the grid number by number, moving your finger across the row until you complete Rows 1 and 2. As the child identifies each number, mark with an X those identified incorrectly and circle those identified correctly.

Count all of the numbers the child identified correctly in Rows 1 and 2. If the child has identified 3 or fewer numbers correctly, STOP and move on to the next item. If the child identifies 4 or more numbers correctly, move to Rows 3 and 4 saying,

Thank you. Let's look at a few more numbers now. I wonder which ones you know.

Ask the child to continue identifying the numbers as done in Rows 1 and 2 and continue marking answers on the score sheet.

2	4	10	5	7
9	6	8	3	1
13	17	14	19	16
15	18	11	12	20

ADAPTATION CONSIDERATIONS:

Objective	Test ability to identify numbers from 1-20
Adaptations Considerations	<ul style="list-style-type: none"> - If the children do not use the same writing system (for example Arabic), replace these numbers with the corresponding appropriate characters. Ensure that the numbers are not listed in numerical order but are randomly selected and included in the appropriate rows. Rows 1 and 2 should remain the numbers from 1-10 while rows 3-4 should consist of the numbers from 11-20. - For languages that read from right to left, begin presenting numbers to the child from the right.
For Children with Disabilities	<p>Visual (mild): use bigger print and prepare the numbers on individual cards. Show the numbers one by one to the child</p> <p>Visual (severe): Provide the numbers' chart in Braille if the child is familiar with it. Otherwise, use a board with raised numbers (for example, cut out of cardboard or made with rice glued)</p>
Extension of Difficulty	Remove numbers 1-10 and begin with numbers 11-20 in the first two rows; then add numbers 21-50 in the next two rows

ADMINISTRATION CONSIDERATIONS:

Administration Considerations	<ul style="list-style-type: none"> - Display one row at a time by covering the other rows with a blank sheet of paper - Clearly point to the number you want the child to name; be careful not to cover the numbers when pointing - If a child get a number wrong, do not correct them and do not make facial expressions that might signify to the child that s/he got it wrong; just encourage the child to continue to the next number. - If a child wants you to tell her what a specific number is, wait until the end of the task to do so.
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When to probe?	<ul style="list-style-type: none"> - Like all questions, the “one probe” rule counts here as well. You can repeat point to each number once if the child is not responding or looks confused. No other probes are allowed. Avoid probes such as “what comes after 11?” or “have you studied this in school?” - For two digit numbers, if the child says the two numbers separately (for example for 11 they say 1 and 1), then you can repeat the question once to check if they understood the question.
How to Score?	<ul style="list-style-type: none"> - Mark down correct or incorrect after <u>each</u> number. If a child refuses the whole task, then mark “refused/skipped” on the scoring sheet. If a child begins the task then “refused/skipped” is no longer a scoring option, only correct and incorrect. If you are using a tablet, mark both refused/skipped and incorrect responses as incorrect. - Mark the responses in your score sheet discreetly. Try not to show the child, as he or she may become self-conscious. - If the child names the digits in two digit numbers separately (example 1 and 1 for 11) mark it as incorrect.

ITEM 6. ONE-TO-ONE CORRESPONDENCE (EMERGENT MATH)

Materials: 20 small items – beans in this example

Arrange the 20 objects randomly in front of the child.

Now we are going to play with beans. There are a lot of beans here. Please give me 3 beans.

Be patient while child arranges the objects. When child finishes, bring the 20 objects together again.

Thank you. Now, please give me 8 beans.

Be patient while child arranges the objects. When child finishes, brings the 20 objects together again.

If the child cannot give you 3 or 8 objects, STOP and move on to the next item. If they can give you 3 or 8 items, bring the 20 objects together again and say

Thank you. Now please give me 15 beans.

While you administer this item observe how concentrated and motivated the child is in trying to answer the questions, and score according to the scoring rubric.

SCORING

	Correct	Incorrect/ Do not know	Refused/ Skipped
a) Child identifies 3 items	1	0	999

b) Child identifies 8 items	1	0	999
c) Child identifies 15 items	1	0	999
Persistence / Engagement			
a) Child stays concentrated on the task at hand; not easily distracted	1	0	999
b) Child is motivated to complete task; does not want to stop the task.	1	0	999

ADAPTATION CONSIDERATIONS:

Objective	Assess the ability to count objects and produce a set
Adaptations Considerations	<ul style="list-style-type: none"> - Select 20 items for counting that are small, locally available, familiar to children, and that all assessors can use. - Items for counting should be the same size, color, shape. The size of the items for counting should not be too small (for example rice or small beans are not appropriate since it is hard for children to handle these). Items should be easy to pick up with two fingers. For example the following countries used these substitutes: <ul style="list-style-type: none"> - Rwanda: buttons - Indonesia: large beans - Mali: small stones - Romania: pasta shells - Zambia: small sticks - Afghanistan: toothpicks
For Children with Disabilities	Physical (limited arm/hand mobility): make sure that items are not too small and that they cannot easily roll on the surface. Instead of giving the items, the child can put/shift them aside. If this is not possible, the assessor can pick one item after the other and ask the child to stop him when he reached 3/8/15.

ADMINISTRATION CONSIDERATIONS:

Administration Considerations	<ul style="list-style-type: none"> - Place objects randomly in front of the child (items do not need to be spread out in any specific order) - Child does not need to place all of the items in their hand; offer your hand or another location on the table if child is becoming distracted by trying to place too many items in their hand.
When to probe?	<ul style="list-style-type: none"> - If the child does not begin counting objects once you have asked the question, then you can repeat once more.

	<ul style="list-style-type: none"> - If it is unclear if the child has completed counting, you can ask “have you finished?” - Accept whatever final number of objects the child gives, whether it is right or wrong; do not probe again.
How to Score?	<ul style="list-style-type: none"> - If child hands you the correct number of items without visibly counting (i.e. by accident) mark as a correct response. - If child hands you more than the correct number of items, mark it as incorrect. - Self-correcting is acceptable, as in the other questions. A child may want to re-count which is allowed within “self-correcting”. However, you should not probe the child to re-count of s/he made a mistake.

Objective	Persistence/Engagement task
Administration Considerations	N/A
How to Score?	<p>a. Score 1 if the child stays focused on the task (even if it is for a short time) until they produce an answer, without getting distracted (e.g., looking away, talking about something off topic, getting up to play with something else, wanting to look at the other materials or cards, playing with the counters instead of counting them etc.) <u>even if they do not produce the correct answer</u>. For example, a child may stay concentrated on the puzzle task without looking up even though there are noises and other children in the room, and even if they do not produce the correct answer this behavior would be scored as concentrated.</p> <p>b. Score 1 if the child persists at the task without giving up for some time, as opposed to not trying to solve the task, trying quickly and saying s/he cannot do it, or providing a quick and random answer. Persistence does not necessarily mean that the child produces the correct answer or that the child took a long time to do the task.</p>

ITEM 7. ADDITION AND SUBTRACTION (EMERGENT MATH)

Materials: Beans used in previous item and picture cards with bikes /apples

I have another game with beans. Here I have 3 beans.

Lay out 3 beans

Now my friend gives me 2 more beans.

Lay these out near the first objects but leaving a little space between the two groups.

How many beans do I have in total?

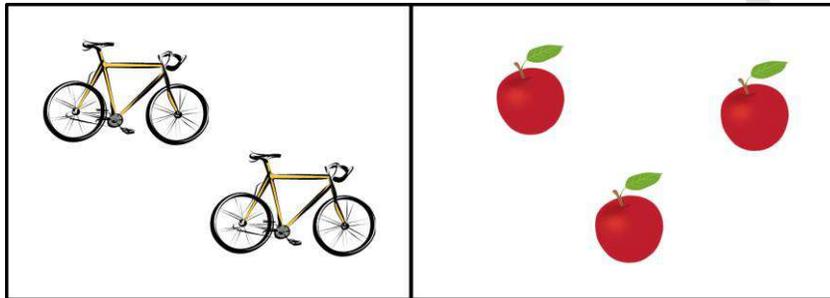
Wait for the child to count and score response. Then show the picture with the bikes and say

Let's try another one. Here are 2 bikes, if you put 2 more bikes in the picture how many would there be?

Ok. Now I have another picture. Here are 3 apples. If you took one away how many apples would be left?

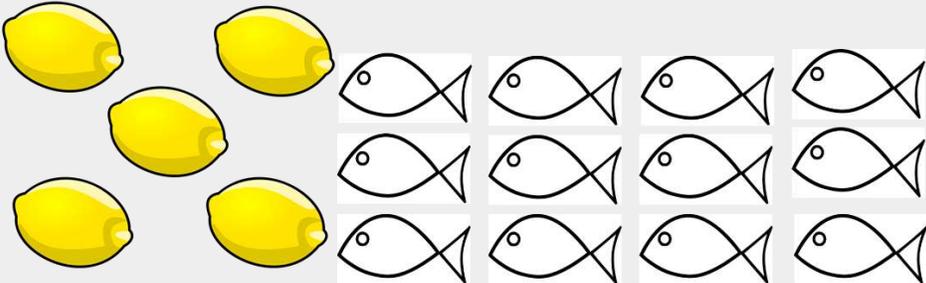
SCORING

	Correct	Incorrect/ Do not know	Refused/ Skipped
b) Child adds 3 and 2	1	0	999
c) Child adds 2 and 2	1	0	999
c) Child subtracts 1 from 3	1	0	999



ADAPTATION CONSIDERATIONS:

Objective	Assess ability to conduct simple number operations (such as addition with two small sets)
Adaptations Considerations	<p>a) Use same small items that you used in one-to-one correspondence item.</p> <p>b) and c) If the children are not familiar with bikes and apples, then you can replace them with other, more locally appropriate images. The image must not be distracting and only one item should be included in the picture. For example, a picture of one mango is okay, but not mangoes in a bowl. The image of the new object must be the same size as the original image of the bike or the apple, and the number of images on each card should be the same as the original number of images on each card, i.e. 2 bicycles and 3 apples.</p>
For Children with Disabilities	<p>Visual (mild): choose pictures that are easy to recognize, without tiny details and print them quite big.</p> <p>Visual (severe): prepare a paper where you stick 2 of one type of object and 3 of another object (example: flowers and apples) cut out of cardboard so that the objects cannot be moved, but can be touched by child.</p>

<p>Extension of Difficulty</p>	<p>Add item that asks children to calculate a sum greater than 10 and, if desired, add an item that asks children to subtract a single digit number from a double digit (pictures can be adapted for cultural relevance).</p> <p>Here are 5 lemons. If you added 7 more, how many lemons would there be?</p> <p>There are 12 fish. If you take 3 away, how fish will be left?</p> 
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ADMINISTRATION CONSIDERATIONS:

<p>Administration Considerations</p>	<p>a) Keep the piles of objects (2 and 3) separated from one another because the child needs to make the connection between them. Children who understand addition often put the two piles together and count the total number of objects. Others count the objects in one pile and continue with the objects in the other. Don't use your hands to demonstrate "joining the piles together" or move the two piles together physically.</p> <ul style="list-style-type: none"> - Remove the counting objects before moving to b) and c) to avoid distractions for the child. <p>b) and c) Do not use your hands or touch the picture cards as you administer these items. Especially for the subtraction question, do not cover one apple.</p>
<p>When to probe?</p>	<ul style="list-style-type: none"> - If a child counts the objects and provides two different responses one after the other (4, 5 for example), ask the child to select one answer only.
<p>How to Score?</p>	<ul style="list-style-type: none"> - Self-correcting is acceptable, as in the other questions. A child may want to re-count which is allowed within "self-correcting". However, you should not probe the child to re-count if he/she made a mistake.

ITEM 8. PUZZLE COMPLETION (EMERGENT MATH)

Time Estimate: 2 minutes 

Materials: 4 or 6 piece jigsaw puzzle (laminated and cut appropriately). Also, a full picture of the puzzle for the child to see.

Show the picture of the puzzle to child and say,

We are going to have some fun with this puzzle. This is a picture of what you are going to try to make with these pieces.

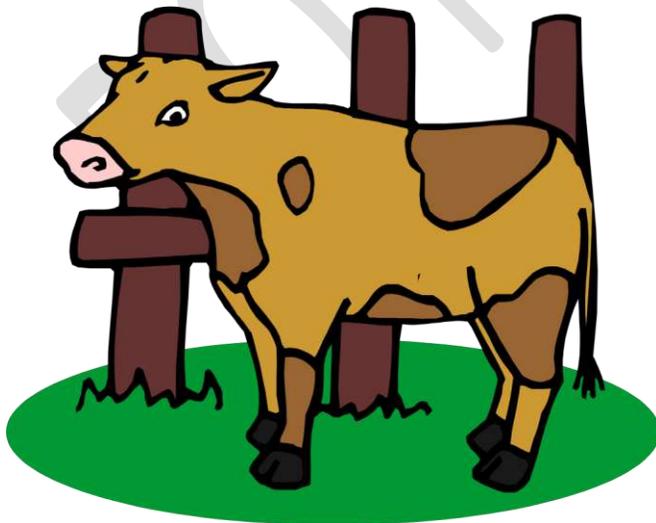
Show the child the puzzle pieces in a random order and say,

Try to join the pieces together to make this picture. Let me know when you are done.

While you administer this item observe how concentrated and motivated the child is in trying to answer the questions, and score according to the scoring rubric.

SCORING

	Number of pieces		Refused/ Skipped
a) Number of puzzle pieces correctly placed (0, 1, 2, 3, 4, 5, 6)			999
Persistence / Engagement			
a) Child stays concentrated on the task at hand; not easily distracted	1	0	999
a) Child is motivated to complete task (solve the problem); does not want to stop the task.	1	0	999



ADAPTATION CONSIDERATIONS:

Objective	Simple problem solving and spatial visualization.
Adaptations Considerations	<ul style="list-style-type: none"> - To decide whether to use a 4 or 6 piece puzzle, consider how familiar children are with puzzles. If you are assessing young children (3-4 years) or if puzzles are not a common toy for children, the 4 piece puzzle may be the most appropriate choice. If you are assessing older children (5-6 years) and puzzles are common in the area, a 6 piece puzzle may be the most appropriate choice. The item should be pilot tested before use in a new program area to confirm the most appropriate format. - When cutting the puzzle, all the pieces should be the same size and shape. That is, if cutting a 4 piece puzzle, make one cut down the center of the picture vertically and one cut through the center of the picture horizontally. If cutting a 6 piece puzzle, make one cut through the center of the picture and two perpendicular cuts such that all the pieces are equal in size. - It is highly recommended to use the picture of the cow provided. If it is an image that would be inappropriate or unfamiliar for young children, then you can select another image that is similar in terms of simplicity of color, and subject matter. The puzzle should be simple enough to complete (i.e. one main subject matter – a sheep rather than a herd of animals for example), but have some aspects that are challenging and abstract (e.g. top right piece in the cow puzzle with the fence). Avoid pictures with too many details.
For Children with Disabilities	<p>Physical (limited arm/hand mobility): have the puzzle pasted onto a harder material like wood or cardboard</p> <p>Visual (severe): prepare a puzzle with sturdy pieces (e.g. wood, cardboard or foam/yoga mat) that has spaces cut into specific shapes and the corresponding cutouts for child to manipulate. See below for examples. Note: This adaptation would require additional pilot testing.</p> <div style="display: flex; justify-content: space-around;">   </div> <p>How to make a puzzle with sturdy pieces out of cardboard Materials needed: 2 pieces of cardboard (A4 size), a cutter and glue. Optional: Corks, small pieces of wood or anything else that can serve as a knob Steps: 1. Take one piece of cardboard, cut out four or five different shapes and put them aside</p>

2. Glue that piece of cardboard on the other one
3. Optional: Glue a piece of cork or wood in the middle of each cutout/shape, so that this can serve as a grip

ADMINISTRATION CONSIDERATIONS:

Administration Considerations	<ul style="list-style-type: none"> - Place the picture of the puzzle facing the child and place the puzzle pieces in front of the child in a pile. Ensure there is sufficient surface space available for the child to order the puzzle. - If the child begins to match the pieces by placing them on top of the picture, explain to the child that the task is to make the puzzle below the picture and ask him to start again. - Use the timer to ensure you score at the 2 minute mark. You may let the child continue the task if s/he is really engaged but your score should reflect where the child was at 2 minutes.
When to probe?	<ul style="list-style-type: none"> - If you are not sure the child is finished you may ask “are you done?”
How to Score?	<ul style="list-style-type: none"> - What is important in the scoring is how many pieces are in the right/appropriate place in relation to the whole image. We are looking at how the parts relate to the whole. Please look at additional examples in the scoring guidance slide deck for specific scoring examples. - If the child completes the puzzle upside down, that is scored as correct.

ITEM 9. FRIENDS (SOCIAL-EMOTIONAL)

Materials: Nothing

Please tell me the names of your friends who you like to play with.

After the child has paused for 5 seconds, prompt ONCE by saying,

Are there any other friends who you like to play with?

SCORING

	Number	Refused/ Skipped
a) Number of friends named (0-10)		999

ADAPTATION CONSIDERATIONS:

Objective	Assess child's peer network
Adaptations Considerations	None.

ADMINISTRATION CONSIDERATIONS:

Administration Considerations	<ul style="list-style-type: none">- This item contains an embedded required prompt that encourages the child to think of "more friends". This prompt should be used by all enumerators after the child has been quiet/paused for 5 seconds or more. Don't rush into the prompt before that as this is the only prompt allowed.- Use tally marks on your score sheet to keep track of the number of friends being named by the child.- Do not say "any other?" after each name the child says – that counts as prompting.
When to probe?	- If a child points to their friends in the room, prompt to ask for their name
How to Score?	<ul style="list-style-type: none">- This item is about the child's peer network, not the child's family or overall social network more broadly. A child's brothers, sisters, cousins could be his/her peers, and therefore those can be counted towards the score. However, adults such as aunts, uncles, parents, and teachers are not considered peers and should not be counted. Animals or imaginary friends/cartoons don't count.- If child repeats the same name don't count it twice unless it is clear that they are referring to two different people.- Enumerator should keep count as the child names people as it is easy to forget. Do this discreetly as a tally on your score sheet.

ITEM 10. EMOTIONAL AWARENESS/REGULATION (SOCIAL-EMOTIONAL)

Materials: None

a) **Now I have some questions about feelings. Think for a moment and tell me what makes you feel sad.**

Wait for the child to respond and if answer is unclear ask, "How/why does that make you sad?"

If child cannot name something that makes them sad, skip to question d) about happiness.

b) **Then ask, What do you do to feel better when you are feeling sad?**

Wait for the child to respond and if answer is unclear ask, **“How/why does this make you feel better?”**

If child cannot name something that makes them feel better, skip to question d) about happiness.

c) Continue and ask: **What else do you do to feel better when you are feeling sad?**

Wait for the child to respond and if answer is unclear ask, **“How/why does this make you feel better?”**

d) Finally, ask: **Now tell me what makes you feel happy.”**

Wait for the child to respond and if answer is unclear ask, **“How/why does that make you happy?”**

SCORING

	Correct	Incorrect/ Do not know	Refused/ Skipped
a) Child identifies something that makes them sad	1	0	999
b) Child gives one response on dealing with sad feeling	1	0	999
c) Child gives another response on dealing with sad feeling	1	0	999
d) Child identifies something that makes them happy	1	0	999

ADAPTATION CONSIDERATIONS:

Objective	This item assesses two skills 1) emotional awareness and 2) ability to regulate/cope with a challenging emotion (such as sadness)
Adaptations Considerations	<ul style="list-style-type: none"> - When translating the questions, ensure that the “feeling words” are used and not a description of these. For example, ensure that we ask the child what makes them feel happy and not “what makes you feel good and smiling”. Also, use simple, child-friendly words for sad and happy if there are multiple options. - Acceptable answers may vary by country. General scoring guidelines have been suggested in the IDELA administration guide but please discuss with assessors and add other responses as needed. - The two main feelings that are included in this item (happiness and sadness) should remain in all assessments.
Extension of Difficulty	<p>Add item that asks about anger.</p> <p>Think for a moment and tell me what makes you feel angry.</p>

	<p><i>Wait for the child to respond and if answer is unclear ask, “How/why does that make you angry?”</i></p> <p>Then ask, What do you do to calm down or feel better when you are feeling angry?</p> <p><i>Wait for the child to respond and if answer is unclear ask, “How/why does this make you calm down or feel better?”</i></p>
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ADMINISTRATION CONSIDERATIONS:

Administration Considerations	<ul style="list-style-type: none"> - If child cannot name something that makes them sad in part a), skip questions b) and c). Similarly, if child cannot name a coping mechanism in b), skip question c).
When to probe?	<ul style="list-style-type: none"> - Probe as suggested in the item when a child gives an answer that is not immediately interpretable or does not seem related to the question. If the child’s response is clear, do not prompt.
How to Score?	<ul style="list-style-type: none"> - Coping responses are correct if they display that child is trying to self-sooth and if they do not involve harming themselves or others. Crying is an acceptable response. - Mark skipped questions as ‘Refused/skipped’ on the scoring sheet.

ITEM 11. EMPATHY /PERSPECTIVE TAKING (SOCIAL-EMOTIONAL)

Materials: Picture card of a girl crying

a) Show the picture card and say, **Now let’s look at this picture. How do you think this child is feeling right now?**

If child cannot identify that the girl is sad, skip questions b and c.

b) Then ask, **What would you do to help her feel better?**

Wait for the child to respond and if answer is unclear ask, “How/why does this make her feel better?”

If child cannot identify one way to make the girl feel better, skip question c.

c) Prompt **ONCE** by asking, **Is there anything else you would do to make her feel better?**

Wait for the child to respond and if answer is unclear ask, “How/why does this make her feel better?”

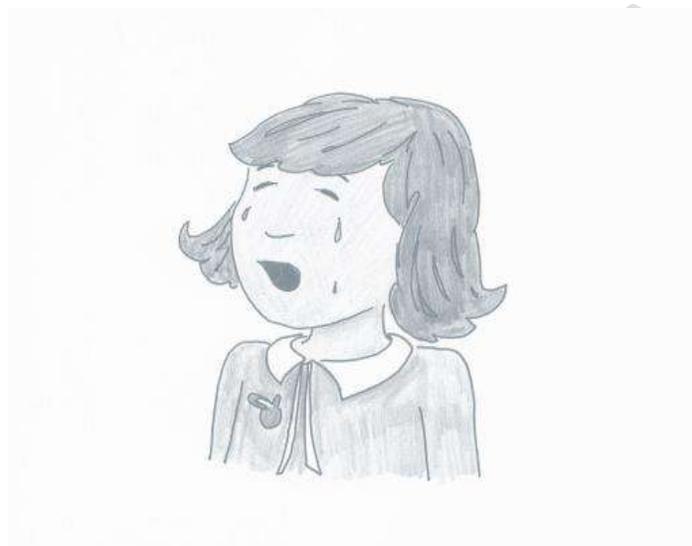
SCORING

	Correct	Incorrect/ Do not know	Refused/ Skipped
a) Child identifies that friend is feeling sad/hurt/upset	1	0	999
b) Child gives one response for how to make friend feel better	1	0	999
c) Child gives second response for how to make friend feel better	1	0	999

ADAPTATION CONSIDERATIONS:

Objective	Test ability to identify emotions in others; the ability to show empathy
Adaptations Considerations	<p>The picture of a crying girl can be substituted by another more appropriate and relatable picture for the child, if needed. The picture can display a boy or a girl crying and there should be visible tears on the child's face.</p> <p>For example, a group in Pakistan hired an artist to adapt the picture as follows:</p> <div style="text-align: center;">  </div> <p>If you decide to replace it with a picture from a picture book or textbook, make sure the picture does not have other distractions. It should be very similar to the one above, where only the head of a child is displayed with tears on her or his face.</p>

For Children with Disabilities	<p>Visual (mild): show the picture (quite big and with clear lines) and verbally highlight that the girl is crying</p> <p>Visual (severe): use no image and simply let the child imagine that he/she HEARS a friend crying because she fell down</p>
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ADMINISTRATION CONSIDERATIONS:

Objective	This item assesses two different skills: the ability to identify how someone else might be feeling and the ability to show empathy.
Administration Considerations	<ul style="list-style-type: none"> - As in the other items where there are embedded prompts, please remember these are required and should be used with every child. - If child cannot identify that the child in the picture is sad or upset in a), skip the b) and c). Similarly, if child cannot think of one a solution to make the child in the picture feel better in b) skip c).
When to probe?	<ul style="list-style-type: none"> - Use clarifying prompts to understand child’s response if you are not clear on the answer the child is providing
How to Score?	<p>Suggested acceptable answers include:</p> <ul style="list-style-type: none"> a) upset, in pain, sad, scared or other culturally acceptable answer - A correct response for identifying feelings means the child was able to use an emotion word to describe how the girl is feeling. Responses that describe the picture such as “child is crying” does not show a feeling awareness and would require a prompt.

b) *Appropriate responses: ask how she is doing, hug her, tell her she will be OK, find out if she needs medicine, play with her, hold her hand, get an adult to help her or other acceptable answer.*

- For showing empathy, multiple responses might be culturally relevant and appropriate. Different cultures may demonstrate empathy in different ways. For example, in one country it might be considered empathetic to simply sit with the crying child while in another culture it may be considered rude not to offer a hug or other form of support. Enumerators and field testing should guide the list of responses that can be considered empathetic and therefore scored as correct.
- Mark skipped questions as 'refused/skipped'.

ITEM 12. SOLVING CONFLICT (SOCIAL-EMOTIONAL)

Materials: Nothing

- a) **Now I will ask you to imagine a situation where you are playing with a toy that you like when another child wants to play with that same toy, but there is only one toy. What would you do in this situation?**

If child cannot identify one solution, skip question b.

- b) *Prompt ONCE by asking, Is there anything else you would do?*

SCORING

	Correct	Incorrect/ Do not know	Refused/ Skipped
a) Child gives one response for how to solve conflict	1	0	999
b) Child gives second response for how to solve conflict	1	0	999

ADAPTATION CONSIDERATIONS:

Objective	To test ability to solve/negotiate a favorable solution to an everyday social scenario
Adaptations Considerations	Acceptable answers may vary by country. General scoring guidelines have been suggested but please discuss this with assessors and add other responses as needed.

ADMINISTRATION CONSIDERATIONS:

Administration Considerations	<ul style="list-style-type: none"> - Follow the instructions closely and ask all the questions as per the guidance. This item has an embedded required prompt which is also scored. This is a required prompts and should be used with every child. - If a child cannot name one problem solving strategy in a), skip question b).
When to probe?	<ul style="list-style-type: none"> - If the child provides a vague response and the assessor is unsure if it is relevant or appropriate, use a clarifying probe such as “why would you do that?” to clarify whether the behavior is positive and helpful or what the child is thinking.
How to Score?	<ul style="list-style-type: none"> - Appropriate answers for solving conflict convey that child understands concept and can identify concrete strategies for solving the problem. Some examples could be: <i>talk to the child and ask him to wait, take turns, share, get another toy, play together with the toy, or other culturally acceptable answer.</i> An “appropriate response” is one where the child demonstrates an ability to negotiate the situation favorably, in a way that the other child is not hurt or left upset. This often involves sharing of some kind. - <i>Inappropriate response: push the child away, tell him it’s mine and he can’t have it.</i> An “incorrect” includes responses that do not to solve the situation favorably or at all. That is, the child who wants to play is left crying, hurt, or neglected. - Appropriate responses can be culturally dependent and thus during adaptation of the tool, the team will come up with a list of appropriate, culturally acceptable solutions to the situation. In some cases society/early education programs focus on sharing as the ideal behavior for children in this situation, and in other instances avoiding conflict might be the behavior that is reinforced. Discuss with team which category of response are most appropriate for your assessment and produce a list of appropriate and inappropriate responses. Ask yourselves “Does this response show that the child can solve the situation favorably?” - Mark skipped questions as ‘refused/skipped’.

ITEM 13. SHORT TERM MEMORY (EXECUTIVE FUNCTION-OPTIONAL)

Materials: Nothing

Practice:

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

This is another game. I am going to say a list of numbers, one after another. After you hear the numbers, I want you to repeat them to me in the same order. Wait for me to say all the numbers before you repeat them. Please listen carefully. Let’s try a couple for practice.

Pause for one second in between each number in the sequence. For example « 5 » [pause] « 2 ». If the child makes an error on the practice, supply the correct answer and repeat the instructions to ensure the child understands.

5...2

6...1...3

Assessment:

Okay, now let's do some more. Just listen carefully, and do your best

If the child makes an error in this section, DO NOT supply the child with the correct answer.

1...6

5...2...9

8...3...1...4

1...2...4...7...3

SCORING

	Correct	Incorrect/ Do not know	Refused/ Skipped
a) 1...6	1	0	999
b) 5...2...9	1	0	999
c) 8...3...1...4	1	0	999
d) 1...2...4...7...3	1	0	999

ADAPTATION CONSIDERATIONS:

Objective	To assess child's short-term memory
Adaptations Considerations	None
Extension of Difficulty	Add trial that is 6 digits long. 5...3...9...2...1...6

ADMINISTRATION CONSIDERATIONS:

Administration Considerations	<ul style="list-style-type: none"> - Ensure the child waits for you to finish saying the numbers before s/he begins repeating. Sometimes it helps to add a visual if a child is having difficulty understanding the process. You can say “I will put my hand up (show child) until I finish saying the numbers and when put my hand down you can start saying the numbers”. - It is not necessary to time the number of seconds between numbers. The equivalent of a short breath between each number is appropriate.
When to probe?	<ul style="list-style-type: none"> - If child starts repeating numbers before the list is finished remind child to wait for all of the numbers and then repeat the string from the beginning. - Use your “one time probe”, to repeat once if the child is distracted, doesn’t respond, or asks for the question to be repeated one more time. Do not repeat the numbers if the child provides an incorrect response.
How to Score?	- The child needs to say ALL of the numbers in the correct sequence for the answer to be marked “Correct”. A partial or incorrect sequence, should be marked “incorrect/don’t know”

ITEM 14. INHIBITORY CONTROL (EXECUTIVE FUNCTION-OPTIONAL)

Introduction:

Let’s stand up. Now we’re going to play a game. The game has two parts. Listen carefully try to do what I say: Touch your head.

Assessor physically touches his/her head. Wait until the child has put both hands on his head.

Thank you! Now touch your toes.

Assessor physically touches his/her toes. Wait until the child has put both hands on his feet. Repeat the two commands with motions until the child imitates you correctly.

Now we’re going to play this game differently and you do the OPPOSITE of what I say. When I say touch your HEAD, INSTEAD of touching your head, you touch your TOES. When I say touch your TOES, you touch your HEAD. So you do something DIFFERENT from what I say.

Practice:

What do you do if I say “touch your head”? (assessor DOES NOT touch head anymore)

What do you do if I say “touch your toes”? (assessor DOES NOT touch toes anymore)

*Provide positive feedback when the child responds correctly. If the child responds incorrectly, provide additional explanations up to **3 times** before beginning the test portion. If the child does not respond correctly after 3 practice sessions, STOP this item and move on to the next item.*

Assessment:

Now we will keep playing this game, listen carefully and do the **OPPOSITE** of what I say.

DO NOT touch your head/toes and DO NOT provide feedback or extra explanations.

- a) Touch your head
- b) Touch your toes
- c) Touch your toes
- d) Touch your head
- e) Touch your toes

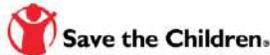
SCORING

a) Child understands the directions (<u>Move on to next items if the child DOES NOT understand directions</u>)		Yes	No	Refused/ Skipped
b) Touch your head	Correct (touches toes immediately)	Self-correct (Touches toes after making mistake)		Incorrect (Does not touch toes)
c) Touch your toes	Correct (touches head immediately)	Self-correct (Touches head after making mistake)		Incorrect (Does not touch head)
d) Touch your toes	Correct (touches head immediately)	Self-correct (Touches head after making mistake)		Incorrect (Does not touch head)
e) Touch your head	Correct (touches toes immediately)	Self-correct (Touches toes after making mistake)		Incorrect (Does not touch toes)
f) Touch your toes	Correct (touches head immediately)	Self-correct (Touches toes after making mistake)		Incorrect (Does not touch head)

Persistence / Engagement			
a) Child stays concentrated on the task at hand; not easily distracted	1	0	999
b) Child is motivated to complete task (solve the problem); does not want to stop the task.	1	0	999

ADAPTATION CONSIDERATIONS:

Objective	Self-regulation (Assess child’s ability to inhibit and override a natural or dominant behavioral response in order to implement more adaptive goal-oriented behavior.
Adaptations Considerations	<ul style="list-style-type: none"> - This item cannot be modified as it is a standardized task. It is adapted from Cameron Ponitz, C., McClelland, M. M., Matthews, J. S., & Morrison, F. J. (2009). A structured observation of behavioral self-regulation and its contribution to kindergarten outcomes. <i>Developmental Psychology, 45</i>, 605–619. - Ensure that when you translate this task, the word “opposite” is well translated –use a word that kids will understand. In some languages the word “opposite” is quite complex and unfamiliar and a different word might be more appropriate.
For Children with Disabilities	<p>Physical (limited lower body part mobility): Do the activity while seated and use knees instead of toes</p> <p>Physical (overall mobility very limited): Use eyes’ movements (up and down)</p> <p>Visual (mild): Stand close to the child</p> <p>Visual (severe): Do not show movements but simply give the instructions. Add a few more practice trials if necessary and consider touching knees instead of toes to avoid balance problems.</p>
Extension of Difficulty	<p>Add a 2nd trial with shoulders and knees and, if desired, a 3rd trial with all 4 body parts.</p> <p>Part 2: Ok, now we’re going to add a new part and you are going to touch your shoulders and your knees. First, touch your shoulders. <i>Wait for child to touch shoulders</i> Now, touch your knees. <i>Wait for child to touch knees</i> Ok, now we’re going to be silly again. You keep doing the opposite of what I say like Before, but this time, touch your knees and shoulders. When I say to touch your KNEES, you touch your SHOULDERS, and when I say to touch your SHOULDERS, you touch your KNEES.</p> <p><u>Practice:</u></p> <p>What do you do if I say “touch your knees”? (<i>assessor DOES NOT touch head anymore</i>)</p> <p>What do you do if I say “touch your shoulders”? (<i>assessor DOES NOT touch toes anymore</i>)</p> <p><i>Provide positive feedback when the child responds correctly. If the child responds incorrectly, provide additional explanations up to 3 times before beginning the test portion. <u>If the child does not respond correctly after 3 practice sessions, STOP this item and move on to the next item.</u></i></p> <p><u>Assessment:</u></p> <p>Now we will keep playing this game, listen carefully and do the OPPOSITE of what I say.</p>



DO NOT touch your knees/shoulders and DO NOT provide feedback or extra explanations.

- a) Touch your shoulders
- b) Touch your knees
- c) Touch your shoulders
- d) Touch your knees
- e) Touch your knees

Part 3:

Now that you know all the parts, we are going to put them together. You are going to keep doing the opposite of what I say to do, but we will use all 4 body parts. There are four things I could say:

If I say touch your HEAD, you touch your TOES.

If I say touch your TOES, you touch your HEAD.

If I say touch your KNEES, you touch your SHOULDERS.

If I say touch your SHOULDERS, you touch your KNEES.

Are you ready? Let's try it.

Assessment:

- a) Touch your knees
- b) Touch your shoulders
- c) Touch your head
- d) Touch your toes
- e) Touch your shoulders
- f) Touch your toes
- g) Touch your knees
- h) Touch your head
- i) Touch your head
- j) Touch your shoulders

ADMINISTRATION CONSIDERATIONS:

Administration Considerations

- This task has a practice trial before the actual assessment. You can repeat the instructions up to 3 times during the practice section if child is not correctly responding to the prompts. If after 3 times explaining, the child still shows no understanding, you can mark that on your scoring sheet and move to the next item.
- Follow closely the instructions about your hand movements. You only touch your head/feet during the very first part of the assessment when you establish with the child where his head and feet are. After that you should not be using your hands anymore so as to not confuse the child. You should only be relying on verbal explanations.
- Once you begin the trials you must ask questions in the correct order, as listed in the scoring section.

When to probe?	Once you have gone through the practice trial and have moved on to the test trials, you can use the “one probe rule” – you can repeat the instruction (each trial) if the child looks confused, asks you to repeat, doesn’t do anything. Your probe should be the same as the question “touch your head” – don’t use other prompts and avoid leading the child in any way.
How to Score?	<ul style="list-style-type: none"> - Score each trail as you administer it. Do not rely on memory! - Correct is the appropriate response if a child immediately, without hesitation, touches the right part of her body. Self-correct signifies that the child did touch the right body but not immediately. They either hesitates substantially or starts touching the wrong part and then self-corrected to the right body part. Incorrect means that child never touches the correct body part.

ITEM 15. EXPRESSIVE VOCABULARY (EMERGENT LITERACY)

Materials: No Material

Now let’s try a word game. Imagine you are going to the market and name some foods that can be bought from the market. Try to name as many things as you can think of and I will keep count.

Record the number of items the child lists until the child has listed 10 items. You can tally on the score sheet as the child says each object.

*When the child pauses for 5 seconds or more, PROMPT ONCE by saying, **Can you think of any others?***

When the child cannot think of more items, move on to the next question and say:

Now, I want to know what animals you are familiar with. Tell me the names of animals that you know. Try to name as many animals as you can think of and I will keep count again.

*When the child pauses for 5 seconds or more, PROMPT ONCE by saying, **Can you think of any others?***

SCORING

	Number	Refused/ Skipped
a) Number of market items named (0-10)		999
b) Number of animals named (0-10)		999

ADAPTATION CONSIDERATIONS:

Objective	To test the range of vocabulary words a child knows in a particular (broad) category
Adaptations Considerations	<ul style="list-style-type: none"> - The word for “market” can be adapted to shop, store, bazar or whatever word identifies a place to buy food in the area. - We encourage you to use these categories unless there is a serious concern that children will not have a concept of a market or of animals or if either concept might be upsetting for them. Consider how familiar children would be with items in the two categories: market and animals. Will children of both sexes and from different social and economic status groups be familiar with items in these categories? For example, if children are in an urban area with few animals or if children are in a very resource-poor setting and are not familiar with markets, then a different category like items in their home would be more appropriate. - If you must change them, then chose categories that all children would be familiar with and is not discriminatory. For example: <ul style="list-style-type: none"> - <u>Bad category choice</u>: asking the child to name objects in a school. Only children that have gone to school would be familiar, and therefore, will have a greater advantage - <u>Good category choice</u>: asking the child to name things in their house since every child will have a concept of their home
For Children with Disabilities	Physical (limited mobility) and visual (mild and severe): the activity can be done without problems, but it is possible that the child never goes to the market and is less exposed to animals. As a precaution, with these children it’s better to just ask to list food items (things you can eat) and items in the home

ADMINISTRATION CONSIDERATIONS:

Administration Considerations	<ul style="list-style-type: none"> - This items has an embedded required prompt that encourages the child to think of more foods/animals. This prompt should be used by all and is required after the child has been quiet/has paused for 5 seconds or more. Do not rush into the prompt before that as this is the only prompt allowed. - Use tally marks on your score sheet to keep track of the number of foods/animals named. Don’t say “any others?” after each animal/food item the child says; that counts as prompting and is not allowed.
When to probe?	<ul style="list-style-type: none"> - Use your required prompt

How to Score?

- For foods, a broad category and any kind of food can count as 1 point- bread, milk as well as kinds of dishes such as “spaghetti with meatballs” or “soup”, as well as things like “chicken” or an ingredient such as “flour”. All of these are eatable things and represent different vocabulary words. If the child provides multiple instances of the same category (e.g. bread, baguette, chapati, buns), each word counts for 1 point.
- Similarly for animals, any animated living being counts, including things like insects. If the child says “Bird” and then says “seagull” both are correct because these are different vocabulary words. However if the child says big fish and small fish, this should be counted as 1 because fish is the one “animal” vocabulary word the child demonstrates knowing.
- Count responses up to 10 (maximum) and record response

ITEM 16. PRINT AWARENESS (EMERGENT LITERACY)

Materials for Item: Age appropriate book for 3-6 year olds. The book should have both pictures and text on most pages.

Hand the book to the child upside down, with the cover facing up toward the child.

- a) **We are going to look at a book and I need your help. Show me how you would open it so we can read it.**

If the child has not opened to a page with picture and text, turn to a page in the story with pictures and text.

- b) **Now show me where I should start reading.**

If the child has not pointed to the first word on the page, point to the first word on that page and say

- c) **If I start to read here, on the first word, show me with your finger where I would continue reading.**

Give the child a moment or two to look through the book if he/she wants before we move on to the next question.

SCORING

	Correct	Incorrect/ Do not know	Refused/ Skipped
a) Child opens the book appropriately (turns book so words or picture are no longer upside down)	1	0	999
b) Child points to text on the page (can be the full sentence, the first word, the whole text)	1	0	999
c) Child shows direction of text	1	0	999

ADAPTATION CONSIDERATIONS:

Objective	To test the level of child’s familiarity with a book
Adaptations Considerations	- Pick one book that can be used by all assessors. The book should have print and pictures on each page, with at least 18-point font. The book must be in a language children learn in the ECD center or community.
For Children with Disabilities	Physical (very limited arm or hand mobility): offer some support by turning/opening the book based on signals you get from the child. Accept less precise pointing for b) and c) questions Visual (severe): Use a book in Braille if the child is familiar with it, otherwise skip the item

ADMINISTRATION CONSIDERATIONS:

Administration Considerations	a) Hand the storybook to the child upside down, front cover facing the child. b) Turn the book right side up and open to a page with pictures and text if the child has not opened to such a page. If child opens the book correctly during part a) and is already on an appropriate page, assessor does not need to re-open the book. Do not point anywhere in the book as you ask the question. c) If the child points to text in part b), continue with that section of text, but if child does not point to text, redirect them to the text on the page.
When to probe?	- If the child does not respond, or provides an irrelevant response, then you can repeat the question once more.
How to Score?	a) A correct score would be given if the child turns the book right side up and opens the book. It is acceptable for the child to open the book upside down and then turn it around. b) If the child points to any part of the text (it does not have to be the first word or the first sentence) then mark “Correct”. If they point to any non-textual part, then mark “incorrect”. c) If the child points to the second word, or indicates the direction of text (left to right or right to left, depending on language), or indicates the direction of sentences (top to bottom), then mark “correct”. For any other response, mark “incorrect”

ITEM 17. LETTER IDENTIFICATION (EMERGENT LITERACY)

Materials: High frequency and medium frequency letter sheet adapted in country

We will play an alphabet game now. I will point to letters and I want you to tell me what letters they are. It's OK if you don't know all of them, just do your best.

Show the child a copy of the letter chart. Using another sheet of paper cover all rows of the table except Row 1 so that it doesn't distract the children. Point to the first letter in the first row, and ask the child

What letter is this?

Continue to show the grid letter by letter, moving your finger across the row until you complete Rows 1 and 2. If the child gets stuck for more than 5 seconds, mark it as incorrect, point to the next letter and encourage the child to continue.

Continue to show the grid letter by letter, moving your finger across the row until you complete Rows 1 and 2. Mark responses as the child identifies each letter.

Count all of the letter the child identified correctly in Rows 1 and 2. If the child has identified 3 or fewer letters correctly, STOP and move on to the next item. If the child identifies 4 or more numbers correctly, move to Rows 3 and 4 saying,

Thank you. Let's look at a few more letters now. I wonder which ones you know.

Ask the child to continue identifying the letters as done in Rows 1 and 2 and continue marking answers on the score sheet or tablet.

E	T	A	N	I
O	S	H	R	D
L	C	U	M	F
G	W	B	Y	P

ADAPTATION CONSIDERATIONS:

Objective	Letter recognition
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<p>Adaptations Considerations</p>	<ul style="list-style-type: none"> - The order of the letters in the grid should represent their frequency in the language of assessment. The first two rows should be the most common, high frequency letters in the language and the second two rows should be the next most common or medium frequency letters. The letters should be ordered by frequency and not in the order in which they appear in the alphabet. The letters should be written in upper case, if that is an option in the local language. Lower case can be used if children learn them first and are more relevant. However, the grid should be consistent with one form of the letter and not mixed upper and lower case letters. - For many languages a list of the frequency of letters already exists. If a list doesn't exist yet, to determine the most used letters, please carry out the following steps: <ol style="list-style-type: none"> 1. Write a list of all letters in the language. 2. Reading from one page of text in a grade one language textbook, put a checkmark next to each letter each time you see it. 3. When finished with the page, list/sort the letters in order of greatest number of appearances on the page. 4. From this list, select the 10 most used letters, and the next 10 most used letters. Make sure the letters appropriate for beginning readers. In alpha syllabic languages children will not be taught some graphemes until later in primary school and therefore should not be included because they are not relevant for school entry. 5. Randomly place the first 10 letters in Rows 1 and 2 and do the same with the less frequent 10 letters in Rows 3 and 4.
<p>For Children with Disabilities</p>	<p>Visual (mild): use bigger print and prepare the letters on individual cards. Show the letters one by one to the child</p> <p>Visual (severe): Provide the letters' chart in Braille if the child is familiar with it, otherwise use a board with raised letters (they can be cut out of cardboard or made with rice glued)</p>
<p>Extension of Difficulty</p>	<p>For languages with about 25 letters, remove the 5 most common letters and add the 5 least common to the 4th row. For languages with many more than 25 letters, remove the easiest 10 letters/characters and add 10 less common letters/characters to the final 2 rows, keeping in mind what is appropriate for child in your study group.</p>

ADMINISTRATION CONSIDERATIONS:

<p>Administration Considerations</p>	<ul style="list-style-type: none"> - Display one row at a time to the child - Ensure you are marking the child's response as correct or incorrect the score sheet after each response is given. Do not rely on your memory to complete the score sheet after each line or the whole activity.
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When to probe?	<ul style="list-style-type: none"> - If the child does not respond, then you can ask the child to name the letter again. - If the child responds correctly, incorrectly, or does not respond at all, accept the response and move on to the next letter
How to Score?	<ul style="list-style-type: none"> - If the child responds with the correct phonetic sound of the alphabet but does not name the alphabet, mark as correct. - Mark down correct or incorrect after <u>each</u> letter. If a child refuses the whole task, then mark “refused/skipped” on the scoring sheet. If a child begins the task then “refused/skipped” is no longer a scoring option, only correct and incorrect. If you are using a tablet, mark both refused/skipped and incorrect responses as incorrect.

ITEM 18. FIRST LETTER SOUNDS (EMERGENT LITERACY)

Now we will play a listening game. This one is about the sounds in words. The word “cat” starts with /c/ (Say the sound, not the letter name). /c/ is the first sound in cat. Now listen to the words I say and tell me which one starts with the same sound, the sound /c/ star, ball, or cup?

If the child gives an incorrect response, say: cup starts with /c/ just like cat.

Assessment:

Now we are going to continue playing this game. Are you ready?

Repeat the list of words ONCE per question if needed and mark child’s response.

- The word ‘Sun’ starts with /s/. Now listen to the words I say and tell me which one starts with the same sound /s/** Bird Doll Soup
- Toy starts with /t/. Listen to the words I say and tell me which one starts with the same sound, the sound /t/** Game Tool Fish
- Door /d/. Listen to the words I say and tell me which one starts with the same sound, the sound /d/** Dog Key Girl

SCORING

	Correct	Incorrect/ Do not know	Refused/ Skipped
a) Child identifies /s/ word pair	1	0	999

b) Child identifies /t/ word pair	1	0	999
c) Child identifies /d/ word pair	1	0	999

ADAPTATION CONSIDERATIONS:

Objective	To test phonological awareness
Adaptations Considerations	<p>Consider the following for selecting the appropriate sounds and words for this task:</p> <ul style="list-style-type: none"> - DO NOT translate literally from English - The target sounds should be among the most frequent in the letter identification list. In many languages, vowels are very common but this task tends to work better with consonants. - Lists should not include words that are phonetically similar (e.g. sand/ceiling) even if they begin with different letters. - Avoid words that begin with consonant blends (bl or sh) even in languages where they are common. Also avoid words with multiple target letters (e.g., tent for /t/). - Select short, simple words that are familiar to young children for the word lists and Answer options should be comparable in terms of length. (For example, in English this means one syllable words.) - Alternate the position of the correct word in the sequence. - For each question, you provide a word with the target sound and then three words from which the child has to identify the word with the matching sound. Ensure that the three words are not related in any way to the word you provided with the target sound. For example, if paint is the word with the target sound /p/ and the three words are: brush, pole, dog. Since the word paint is related to brush, children could think it correct to select brush because they associate it with paint.
For Children with Disabilities	<p>Hearing (mild): Allow for more repetition if needed</p> <p>Hearing (severe): Item can be skipped. In this case you will have to enter 999 in the database (skipped scoring).</p>
Extension of Difficulty	<p>Add 4th trial with a less common sound</p> <p>Finally, park starts with /p/. Listen to the words I say and tell me which one starts with the same sound, the sound /p/ Cow Pants House</p>

ADMINISTRATION CONSIDERATIONS:

Administration Considerations	<ul style="list-style-type: none"> - Complete the practice questions with the child and provide them with the correct responses if needed - Produce the associated sound of the letter, not the letter name - Do not change the order in which you say the series of words for each sound
When to probe?	<ul style="list-style-type: none"> - Each word list can be repeated one time
How to Score?	<ul style="list-style-type: none"> - If the child repeats the list of words, mark as incorrect

ITEM 19. EMERGENT WRITING (EMERGENT LITERACY)

Time Estimate: 2 minutes



Materials: One blank page, pencil or pen

Now we're going to play and write. Try to write your name here in any way you know. Don't worry if you can't do it well, just try your best.

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

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

SCORING

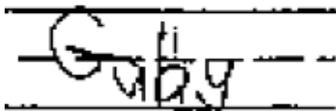
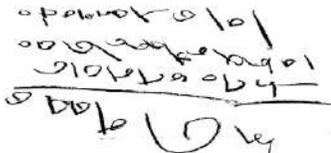
	Number	Refused/ Skipped
a) Writing level (0-4)		999

ADAPTATION CONSIDERATIONS:

Objective	Child's ability to produce their name in a way that someone else can recognize it; this item also integrates fine motor ability. Although the item is focused on the name of the child, the focus is the knowledge of letter printing and writing more than the name itself.
Adaptations Considerations	<ul style="list-style-type: none"> - If this is being administered in a context where children have not had exposure to pencils and paper, a stick/twig can be used to draw on the ground. Chalk and boards can be used as well if children are familiar with using those, or writing instruments other than a pencil if they are common (e.g., pen, marker).

For Children with Disabilities	<p>Physical (very limited hand mobility): Assistive technology can be used if available (e.g. a special grip to hold the pencil or even an enlarged keyboard if it's something familiar to the child).</p> <p>Visual (severe): provide a Braille slate if the child is familiar with it, otherwise skip the item.</p>
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ADMINISTRATION CONSIDERATIONS:

Administration Considerations	<ul style="list-style-type: none"> - Keep time - If the child is still writing after 2 minutes, score the child's writing at the 2 minute mark, and gently transition the child to the next game. 	
When to probe?	<ul style="list-style-type: none"> - Prompt only if child is not writing anything or looks confused, otherwise there is no need to prompt any further - Do not demonstrate by writing your own name 	
How to Score?	<ul style="list-style-type: none"> - Score "0", if child writes nothing, doesn't produce anything - Score "1", if there is random scribbling, not resembling letter-like symbols - Score "2", if there are purposeful, controlled symbols but letters are not legible or recognizable. - Score "3", if there are some legible letters and/or numbers - Score "4", if the child's name is legible, even if there are missing letters or some are backwards. We can recognize it as their name - If the child writes another word legibly but not their name, you may ask them if they know how you write their name. If not, score the word the child has produced. If it is legible that would still be a 4. 	
	Example:	
	Level 4: Wrote name 	4 points
	Level 3: Wrote letters 	3 points
	Level 2: Scribbled with order of forms like letters 	2 points

<p>Level 1: Wrote a design or scribbles without order</p> 	<p>1 point</p>
<p>Level 0: Didn't write anything</p>	<p>0 points</p>

ITEM 20. ORAL COMPREHENSION (EMERGENT LITERACY)

Materials: Story below which can be adapted to the local context if needed.

Now I am going to tell you an interesting story. After I have told you the story I will ask you some questions. Listen carefully, okay?

Read out the story slowly, clearly and fluently.

The Mouse and the Cat

Once upon a time there was a fat cat. He always wore a red hat. Once when he was sleeping, a small mouse came silently and stole the hat. The cat woke up to see his hat gone, got very angry and started chasing the mouse. After a while, the mouse was trapped under a table and could not find any way to escape. So the mouse said to the cat, "Please don't eat me, cat. If you spare my life I will return your hat." So, after getting back his hat the cat said, "Please don't touch my hat again" and he went back to sleep in a happy mood.

Now I am going to ask you some questions about the story.

Ask each question slowly and clearly. Each question may be repeated ONCE if needed.

- a) "Who stole the cat's hat?"
- b) "What color was the hat?"
- c) "Why did the cat chase the mouse?"
- d) "Where did the mouse get trapped?"
- e) "Why did the cat decide not to eat the mouse?"

While you administer this item observe how concentrated and motivated the child is in trying to answer the questions, and score according to the scoring rubric.

SCORING

	Correct	Incorrect/ Do not know	Refused/ Skipped
a) "Who stole the cat's hat?" (the mouse)	1	0	999
b) "What color was the hat?" (red)	1	0	999
c) "Why did the cat chase the mouse?" (because the mouse took/stole its hat)	1	0	999
d) "Where did the mouse get trapped?" (under the table)	1	0	999
e) "Why did the cat decide not to eat the mouse?" (because the mouse gave back the hat)	1	0	999
Persistence /Engagement			
a) Child stays concentrated on the task at hand; not easily distracted	1	0	999
b) Child is motivated to complete task; does not want to stop the task.	1	0	999

ADAPTATION CONSIDERATIONS:

Objective	To test oral comprehension of story and ability to recall facts and make simple inferences
Adaptations Considerations	<p>The story can be modified in the following ways:</p> <ul style="list-style-type: none"> - animals can be changed to animals that are more familiar to children. Ensure that the animals are not scary to children. Make sure that the animal wearing the hat is bigger and more powerful than the other animal. - when translating from English to the local language, DO NOT translate literally. Translate the context of the story using simple words and sentences in the local language that children can understand. Keep the length and content of the story as close to the original as possible; do not add or delete events. The total number of words will differ depending on the language but the more important thing is to keep the language simple and content similar. Also maintain the transitions (After a while; so) since those help children remember the sequence.

ADMINISTRATION CONSIDERATIONS:

Administration Considerations	<ul style="list-style-type: none"> - Tell the story with an active voice but without additional theatrics. - Read slowly and clearly - While reading the story, do not stop and try to engage the child; read until the end even if you see the child is not paying attention - Make sure the child can hear you – if you are in a very noisy area get closer to the child - The story cannot be repeated
When to probe?	<ul style="list-style-type: none"> - Each question can be repeated once but the story cannot be repeated - You may repeat each comprehension question once if needed. - Use the 5 second rule before repeating questions
How to Score?	- Correct responses to the questions are indicated in the scoring guide.

ITEM 21. COPYING A SHAPE (FINE MOTOR)

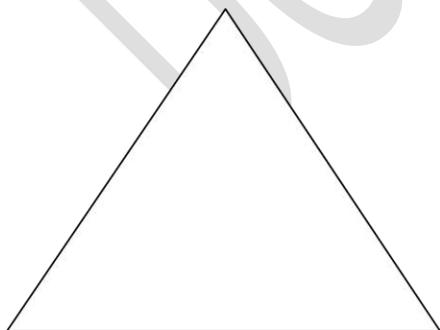
Materials: Pencil and paper, picture card with a triangle

Show the child the picture of a triangle and say:

Let's do some drawing! Someone drew this picture. Try to draw the same picture on your piece of paper.

SCORING

	Number		Refused/ Skipped
a) Number of closed corners, no gaps (0, 1,2, 3)			999
b) Resembles closely the picture (diagonals, relatively straight lines)	Yes (1)	No (0)	999



ADAPTATION CONSIDERATIONS:

Objective	To test child's ability to copy a complex figure, a key aspect of fine motor development
Adaptations Considerations	<ul style="list-style-type: none">- If this is being administered in a context where children have not had exposure to pencils and paper, a stick/twig can be used to draw on the ground. Chalk and boards can be used as well if children are familiar with using those.
For Children with Disabilities	<p>Visual (mild): Provide a triangle printed with thicker lines</p> <p>Visual (severe): Instead of copying the triangle, ask the child to insert a string into a bead.</p> <p>Note: This adaptation would require additional pilot testing.</p>
Extension of Difficulty	<p>Add trial that asks child to trace a circle.</p> <p><i>Give the pencil and paper to the child and say, "I want to see if you can trace on top of this picture someone else made."</i></p> <p>Scoring: Mark correct if child traces the circle without going outside the line more than 2 times.</p>

ADMINISTRATION CONSIDERATIONS:

Administration Considerations	<ul style="list-style-type: none">- You can use the same paper where the child wrote their name- Do not demonstrate drawing the figure yourself
When to probe?	<ul style="list-style-type: none">- If the child does not draw anything after hearing the instructions, you can repeat the instructions once more
How to Score?	<ul style="list-style-type: none">- The item is being scored on two dimensions- 1) number of closed corners and 2) resemblance to the original triangle.- Count the number of closed corners (up to 3), and record number.- If the corners are a tad rounded, there is a tiny little space between the two lines making the corner or the child extends/overshoots the lines past the corners, you can still mark the corner as "yes". See scoring guidance for specific examples.- If the triangle has clear diagonal and straight lines, mark "yes" for resembling a triangle.- If child draws a square or other figures with multiple corners, mark correct for 3 corners but incorrect for resembling a triangle.

ITEM 22. DRAWING A PERSON (FINE MOTOR)

Time Estimate: 2 minutes



Materials: Pencil and paper

Give the pencil and paper to the child.

I have another drawing game for you. Please draw a picture of a girl or a boy standing up.

Limit this section to 2 minutes from when the child begins drawing. If the child does not draw for a minute after your suggestion, stop and say:

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

While you administer this item observe how concentrated/motivated the child is in trying to answer the question, and score according to the scoring rubric.

SCORING

	Correct	Incorrect/ Do not know	Refused/ Skipped
a) Child draws a head	1	0	999
b) Child draws a trunk/body	1	0	999
c) Child draws arms	1	0	999
d) Child draws legs	1	0	999
e) Child draws 1 facial feature	1	0	999
f) Child draws 2 facial feature	1	0	999
g) Child draws hands	1	0	999
h) Child draws feet	1	0	999
Persistence / Engagement			
a) Child stays concentrated on the task at hand; not easily distracted	1	0	999
b) Child is motivated to complete task; does not want to stop the task.	1	0	999

ADAPTATION CONSIDERATIONS:

Objective	To test drawing skills as a key part of fine motor development.
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Adaptations Considerations	<ul style="list-style-type: none"> - If this is being administered in a context where children have not had exposure to pencils and paper, a stick/twig can be used to draw on the ground. Chalk and boards can be used as well if children are familiar with using those. - When you translate this task make sure you don't use words like "standing on his feet" or "picture of a person with all their body parts" as that provides hints to the child and the question will not be standardized.
For Children with Disabilities	<p>Visual (severe): Alternative activities: a) ask the child to close the buttons of a pullover or b) put your hand on a paper and ask the child to follow its border with a pencil.</p> <p>Note: These adaptations would require additional pilot testing.</p>

ADMINISTRATION CONSIDERATIONS:

Administration Considerations	<ul style="list-style-type: none"> - The figure can be completed on the same sheet of paper (or the back) that the child has drawn a triangle and written his or her name - At the end of 2 minutes, if the child is still drawing, score the drawing as it is and gently transition child to the next activity. You can also encourage the child and let him/her know you have another game but they can finish the drawing at the end of the assessment - Do not interrupt the child while they are drawing to ask questions about the picture
When to probe?	<ul style="list-style-type: none"> - If the child does not begin drawing after the instructions, you can repeat the instructions one more time - Avoid asking the child if something is missing, or in any way hinting that they can draw more parts of the body - If you are not sure the child is finished – you may ask "are you done?"
How to Score?	<ul style="list-style-type: none"> - Mark "correct" for clearly identifiable body parts listed in the scoring rubric - For "draws hands" and "draws feet", it is sufficient that there is a clear indication of the separation of the arm and hand and the leg and foot does not need to show all digits - One hand (instead of two) counts as a point. Same for feet - Hair counts as facial feature - Decorations- such as earrings or necklaces don't count as points - If things are very unclear, you can ask the child about the picture after they have finished their drawing but do not dwell on scoring with the child. (For example, if you are unsure whether the child has drawn a neck or body.)

ITEM 23. FOLDING PAPER (FINE MOTOR)

Materials: A 20 x 20 cm. square piece of paper

Now let's play a folding game! Together we will make a fun shape. I will give you a sheet of paper and I will take one piece too. Watch what I am doing closely and try to fold your piece of paper just as I do, step by step. Please follow me step by step and try to do it carefully.

Follow the steps below as you demonstrate. Be patient and give time to the child to follow each step. One prompt for each step is allowed. If the child stops or gives up in the middle, move on to the next item.

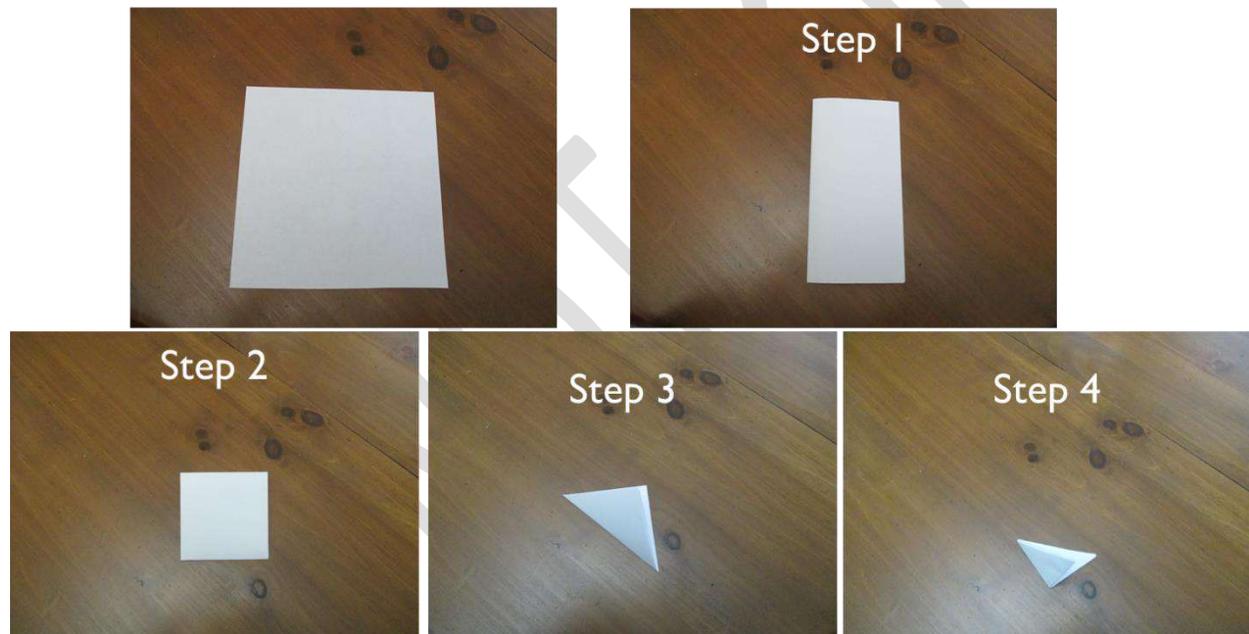
Step 1: Fold down the middle (vertically)

Step 2: Fold down the middle again (horizontally)

Step 3: Fold in half diagonally

Step 4: Fold in half diagonally again

For a step to be scored as correct there should be no more than a 1cm difference between the various folds.



While you administer this item observe how concentrated/motivated the child is trying to answer the questions, and score accordingly.

SCORING

	Number	Refused/ Skipped
a) Number of steps child folded precisely /correctly (within 1 cm) (0-4)		999
Persistence / Engagement		

a) Child stays concentrated on the task at hand; not easily distracted	1	0	999
b) Child is motivated to complete task; does not want to stop the task.	1	0	999

ADAPTATION CONSIDERATIONS:

Objective	To test child's ability to fold carefully using his/her fine motor skills; This item also had an element of spatial awareness.
Adaptations Considerations	- Type of paper used can be selected depending on what is locally available. A4 paper is the most common material, but some teams have tried newspaper or other thinner types of paper.
For Children with Disabilities	Visual (severe): Instead of doing the activity on the table, do it by holding the paper in the hands.

ADMINISTRATION CONSIDERATIONS:

Administration Considerations	<ul style="list-style-type: none"> - Each child requires a new 20x20cm square piece of paper - Emphasize precision in instructions and assessor must make precise folds - Demonstrate how to fold the paper without explaining verbally what you are doing. You can continue to engage the child and offer encouragement but avoid saying things like "now I am folding the paper diagonally, into a triangle" - Do not correct the child; continue demonstrating the subsequent folds
When to probe?	- You can use one probe per step in administering this item. To probe, undo one fold and re-show the child how to fold without verbal instructions if the child appears confused or hesitates.
How to Score?	<ul style="list-style-type: none"> - For each correct fold (within 1 cm), give a point, for a maximum of 4 points. The whole fold needs to be within 1 cm to be counted as correct. In other words, if one side of the fold is 1.2 cm away from the correct line and the other side of the fold is 0.6 cm within the correct line, it would be counted as 0. It is possible for a child to make one inaccurate fold but to follow with an accurate next fold and vice versa. It is important to finish administering the whole item; do not stop if a child makes a mistake. See scoring guidance presentation for more details. - After the task is complete, you can take the paper from the child, unfold it and re-fold to confirm scoring. As with other tasks, try not to make it obvious to the child that you are scoring their folding.

ITEM 24. HOPPING (GROSS MOTOR)

Materials: None

We are going to play one more game. I want you to stand on one foot, whichever foot you prefer, and hop forward, and hop forward again, like this –

Demonstrate hopping 10 steps in a straight line

Try to hop as many steps as you can and I will count the number of steps you hopped.

Count the number of steps hopped by the child continuously in one go. Maximum 10 steps.

SCORING

	Number	Refused/ Skipped
Number of steps hopped (0-10)		999

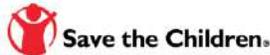
ADAPTATION CONSIDERATIONS:

Objective	To test child's ability to balance on one foot and coordinate gross body motions
Adaptations Considerations	None
For Children with Disabilities	<p>Physical (limited mobility of lower body): assess upper body part motor skills, by asking the child to throw a ball</p> <p>Material: 1 ball 30 x 30 cm red piece of paper</p> <p><i>Place the paper on the ground about 2 meters away from the child. Show the child where to stand (to ensure that the distance between the paper and the child is 2 m).</i></p> <p>Please throw the ball at the target and try to hit it.</p> <p><i>Give the child 2 more attempts.</i></p> <p>Again, throw the ball and try to hit the target. One last time, throw the ball and try to hit the target.</p> <p>Scoring: Hit the target on 1st attempt (at least 50% of ball hit the target): Yes(1)/No(0)</p>

	<p>Hit the target on 2nd attempt (at least 50% of ball hit the target): Yes(1)/No(0) Hit the target on 3rd attempt (at least 50% of ball hit the target): Yes(1)/No(0) Total Score: ___ out of 3 points</p> <p>Visual (blind): keeping balance on one leg</p> <p>We are going to play another game. I want you to stand on one foot, whichever you prefer, and try to keep your balance. I want you to try and keep your balance without putting your foot down. I will count how long you can do it.</p> <p><i>Wait 5 seconds and then let the child put her/his foot down.</i></p> <p>Ok, now try standing on your other foot and try to keep your balance. I want you to try and keep your balance without putting your foot down. I will count how long you can do it.</p> <p><i>Wait 5 seconds and then let the child put her/his foot down.</i></p> <p>Scoring: Kept balance on one foot for at least 5 seconds without losing balance (i.e. putting foot down on the ground)): Yes(1)/No(0) Kept balance on other foot for at least 5 seconds without losing balance (i.e. putting foot down on the ground)): Yes(1)/No(0) Total Score: ___ out of 2 points</p> <p>Note: This adaptation would require additional pilot testing.</p>
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ADMINISTRATION CONSIDERATIONS:

Administration Considerations	<ul style="list-style-type: none"> - Ensure there is sufficient space for a child to hop forward for at least 10 steps - Assessor must hop 10 steps when you demonstrate because child will do as you do.
When to probe?	<ul style="list-style-type: none"> - If the child does not hop after the data collector has demonstrated how to hop and asked the child to hop, then the data collector can ask the child to hop one more time - If child has visible physical disability, do not ask them to hop and mark 'Refused/Skipped'.
How to Score?	<ul style="list-style-type: none"> - Count the number of <u>continuous</u> hops (hops during which the child doesn't put his foot down or hold onto something) the child makes and record the number up to 10 - If the child hops more than 10 steps, score 10



Thank the child for their patience and contributions and congratulate them on their effort. Ask if they have any questions or if there is anything else they want to say. If a child wants to draw let them do that while you check your score sheet.

OVERALL OBSERVATION OF CHILD

Based on your observation of the child throughout the assessment, answer the following questions as carefully as possible.

SCORING

	Almost never	Sometimes	Often	Almost always	Refused/ Skipped
a) Did the child pay attention to the instructions and demonstrations throughout the assessment?	1	2	3	4	999
b) Did child show confidence when completing activities; did not show hesitation.	1	2	3	4	999
c) Did the child stay concentrated and on task during the activities and was not easily distracted?	1	2	3	4	999
d) Was child careful and diligent on tasks? Was child interested in accuracy?	1	2	3	4	999
e) Did child show pleasure in accomplishing specific tasks?	1	2	3	4	999
f) Was child motivated to complete tasks? Did not give up quickly or want to stop the task?	1	2	3	4	999
g) Was the child interested and curious about the tasks throughout the assessment?	1	2	3	4	999

APPENDIX A: ADAPTING IDELA FOR CHILDREN WITH DISABILITIES

All children develop and learn at different rates, and have differing abilities. Some children have a disability and experience difficulties in one or more of the following areas: physical mobility, physical health, sensory perception or integration, communication and language, processing, reasoning, memory, mathematical calculation, impulsivity and self-regulation. Even if having difficulties in the same area, the actual challenges they face may differ from child to child. Every child is an individual, and as such has particular needs, difficulties and talents. Teachers and caregivers can create an inclusive environment for children with differing abilities by making adaptations to their teaching activities and materials. Adaptations help to remove learning barriers in order to meet children's individual needs. Similarly, in the case of IDELA we can make small adaptations to the way we administer the items or the materials used in order to allow children with varied needs, abilities or delays to take part in the assessment.

If a child has difficulties related to the cognitive domain (reasoning, memory, etc.) we will only introduce limited adaptations that would assist the child in performing at his/her best, but not change significantly the items or the scoring system, since the aim of IDELA is precisely to assess the child's development. On the other hand, if a child has a physical or sensory impairment, this can represent a barrier that doesn't necessarily affect the child's development. In this case, we will slightly adapt the items (instructions or materials) so as to make the assessment more accessible to those children.

For a child with a differing need, ability or delay, the level and type of adaptations needed will depend on the child's specific abilities and degree of functioning. The guide above provides simple IDELA adaptations for children with disabilities. Assessors should collect information in advance on the presence on children with disabilities in the sample and select the adaptations that are appropriate to the child's abilities. Specific items adaptations are organized by different disability/learning challenges categories in the guidance above so that assessors can make an appropriate selection. General administration adaptations that can be used during the whole assessment are also detailed below.

General Administration Adaptations

For Children with Communication and Language Delays

Description: Children who have difficulties with speech, for example articulating sounds and words (e.g. can't pronounce certain sounds, have a slurred speech or a stammer), who are delayed in their language development (e.g. vocabulary is smaller and the complexity of their sentences lower in comparison to other children of the same age), who are having difficulties understanding others when they speak.

- Use lots of eye contact and gestures to make sure the child is focused on the speaker
- Speak slowly in clear, short sentences
- Use simple language, especially when giving directions, to make sure the child understands what is being asked
- Break down directions into single steps or explanations into small sentences so they are easier to understand for the child
- Frequently check for understanding by having the child repeat back what was said or explain what was said to him/her
- Allow child to use different methods for responding—pointing, nodding, sign or symbol, eye gaze, etc.
 - Be patient when child is speaking, since rushing may result in frustration

For Children with Cognitive Delays

Description: Children who have difficulties in learning new things and memorizing, who are slow in understanding and processing information, who have troubles with reasoning and problem-solving. They might find it difficult to focus, sit still, pay attention and follow instructions. Such difficulties can be of different degrees, from mild to profound.

- Allow the child extra time to complete tasks at own pace
- Give the child cues before transitions and describe the steps to follow for activities so the child can prepare for what will happen. For example, explaining to the child very clearly when one activity is ending and the next is beginning so as to ease the transition from one game to the next.
- Give extra encouragement by noticing as tasks are finished and pay particular attention to give praise for working hard or really concentrating
- Break down tasks into smaller steps so the child does not become frustrated
- Speak slowly in clear, short sentences

For Children with Sensory Integration Concerns

Description: Children who find it difficult to process and act upon information received through the senses. This can affect only one sense – e.g. just touch or just sight or just movement – or multiple senses. A child with sensory integration/processing concerns may over-respond to sensation and find physical contact, light, sound, or other sensory input to be unbearable. Another might under-respond and show little or no reaction to stimulation. In other children, posture and motor skills can be affected.

- Add movement breaks between activities for the child to let out extra energy (for example, dancing, hopping in place, stretching, push-ups, etc.)
- Have a comfortable, quiet area in the room possibly with soothing materials/activities for a child who can become overstimulated or fatigued
- Break down each skill or activity into steps if the child has difficulty paying attention
- Minimize distractions and the possibility for over-stimulation

For Children with Physical Impairments

Description: Children having difficulties in the mobility of their legs, arms or hands. For example, they can have difficulty in moving from place to place, or coordinating the movement of their arms, or using their hands to hold and move small objects. Children with impairments in the lower body part might be using an assistive device like a wheelchair, a walker or crutches.

Lower body part:

- Arrange the space so the child can move around safely and/or use mobility equipment (like walker or wheelchair)
- Keep chairs and tables steady for the child to lean, sit, or pull up on
- Have a variety of seating options available (floor, chair, side table, blanket, pillow, etc.) so the child can sit comfortably during the assessment

Upper body part:

- During activities that involve writing or drawing, help the child by holding the paper so that it doesn't move. Provide a pen or pencil that is easier to hold. If the child needs a special grip for pencil, allow use of grip to aid in grasp (you can bring one with you if necessary)
- Place objects in the student's hand to hold and feel during an activity (where applicable)

For Children with Hearing Impairment

Description: Children who cannot hear at all or can hear a little. If they have a partial hearing impairment, children might be using a hearing aid. If they are completely deaf, they might know how to use sign language to communicate.

- Position the child so the child can visually see and focus on the activity or speaker
- Talk naturally and clearly and use simple phrases
- Reduce extra noise and distractions so the child can hear instruction
- Use touch and movement to communicate and help the child participate during activities
- Be thoughtful about the place you are choosing for the assessment – try to find a quiet room
- Check for comprehension by having the child nodding or repeat back directions or information

Note: These adaptations are relevant for a child with a mild to medium hearing impairment. If the child is completely deaf, you might consider the option of carrying out the assessment with the support of a sign language interpreter (e.g. it could be an assistant teacher or a family member) in case the child is familiar with it and the support is available or can be organized. Otherwise, you will need to take the child out of the sampling

For Children with Vision Impairment

Description: Children who have difficulties with seeing. They can have low vision in different degrees or not be able to see at all. Children with low vision might wear glasses. Older children who are completely blind might know how to read Braille, but this is unlikely to be the case for children aged 3-6.

- If available materials are not suitable for the specific child, provide print or pictures that are further enlarged or with appropriate contrast, so that the child can best see the materials
- Establish a quiet area in the classroom to assess the child
- Keep the space clutter free so the child can easily navigate the learning space
- Place the materials in a consistent location that is accessible to the child so it is easier for the child to navigate the space
- Describe what the child is doing as a child explores their world to help the child make connections about what he/she is touching and language (Note: make sure to be just descriptive about what the child is touching and not leading to the correct response. E.g. “Your hand is on the sticks we’re going to use for counting” not “Put three sticks here”)

Note: these adaptations are relevant for a child with mild to medium visual impairment. If the child is blind, please refer to the table below for more specific adaptations.

For Children with Challenging Behavior

Description: Children who have difficulties in following instructions and concentrating on one activity for a longer time, who behave aggressively (either physically or verbally) or have prolonged tantrums.

- Pay adequate attention and invest the necessary time in getting to know the child and build a positive relationship
- To minimize the opportunities for challenging behavior, pay particular attention to give praise for sitting still, working hard or really concentrating
- Set clear limits and enforce them consistently so the child knows what the boundaries are
- Stay calm and patient to be an example to the child
- Offer a limited choice when you see trouble coming to prevent a behavioral incident (e.g. “Do you want to continue with this game or move on to the next one?”)

- Guide the child’s behavior by telling him what to do instead of what not to do so the child knows what he/she needs to do to be successful (“handle the paper with care” instead of “Don’t crumple the paper”)
- If the child has difficulties to sit still, offer movement/play breaks between activities for the child to let out extra energy (for example, dancing, hopping in place, stretching, push-ups, etc.)
- Put particular care in ensuring the table is cleared of any other materials, to keep the child on task with the learning material in focus

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