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| MICS logo ALL | questionnaire for children Age 5-17  Name and year of survey | | |  |
| 5-17 child information panel | | fs | | |
| **FS1**. *Cluster number:* \_\_\_ \_\_\_ \_\_\_ | | **FS2**. *Household number:* \_\_\_ \_\_\_ | | |
| **FS3**. *Child’s name and line number:*  Name \_\_\_ \_\_\_ | | **FS4**. *Mother’s / Caretaker’s name and line number:*  Name \_\_\_ \_\_\_ | | |
| **FS5**. *Interviewer’s name and number:*  Name \_\_\_ \_\_\_ | | **FS6**. *Supervisor’s name and number:*  Name \_\_\_ \_\_\_ | | |
| **FS7**. *Day / Month / Year of interview:*  \_\_\_ \_\_\_ /\_\_\_ \_\_\_ / 2 0 \_\_\_ \_\_\_ | | **FS8**. Record the time: | Hours | : Minutes |
| \_\_ \_\_ | : \_\_ \_\_ |

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| Check respondent’s age in HL6 in LIST OF HOUSEHOLD MEMBERS, HOUSEHOLD QUESTIONNAIRE:  If age 15-17, verify that adult consent for interview is obtained (HH33 or HH39) or not necessary (HL20=90). If consent is needed and not obtained, the interview must not commence and ‘06’ should be recorded in FS17. The respondent must be at least 15 years old. In the very few cases where a child age 15-17 has no mother or caretaker identified in the household (HL20=90), the respondent will be the child him/herself. | | |
| **FS9**. Check completed questionnaires in this household: Have you or another member of your team interviewed this respondent for another questionnaire? | YES, interviewed already 1  NO, First Interview 2 | 1*⇨FS10B*  2*⇨FS10A* |
| **FS10A**. Hello, my name is (***your name***). We are from National Statistical Office. We are conducting a survey about the situation of children, families and households. I would like to talk to you about (***child’s name from FS3***)’s health and well-being. This interview will take about number minutes. All the information we obtain will remain strictly confidential and anonymous. If you wish not to answer a question or wish to stop the interview, please let me know. May I start now? | **FS10B**. Now I would like to talk to you about (***child’s name from FS3***)’s health and well-being in more detail. This interview will take about number minutes. Again, all the information we obtain will remain strictly confidential and anonymous. If you wish not to answer a question or wish to stop the interview, please let me know. May I start now? | |
| Yes 1  No / NOT ASKED 2 | 1*⇨Child’s Background Module*  2*⇨*FS17 | |

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| **FS17**. *Result of interview for child age 5-17 years*  Codes refer to the respondent.  Discuss any result not completed with Supervisor. | Completed 01  Not at home 02  Refused 03  Partly completed 04  Incapacitated  (*specify*) 05  No adult consent for mother/  caretaker age 15-17 06  Other (*specify*) 96 |

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| **CHILD’S BACKGROUND** | | **CB** | |
| **CB1**. Check the respondent’s line number (FS4) in 5-17 CHILD INFORMATION PANEL and the respondent to the Household Questionnaire (HH47): Is this respondent also the respondent to the HOUSEHOLD QUESTIONNAIRE? | YES, Respondent is the same,  FS4=HH47 1  NO, Respondent is not the same,  FS4≠HH47 2 | | 1*⇨CB11* |
| **CB2**. In what month and year was (***name***) born?  *Month and year must be recorded.* | Date of birth  Month \_\_ \_\_  Year 2 0 \_\_ \_\_ | |  |
| **CB3**. How old is (***name***)?  *Probe*:  How old was (***name***) at (his/her) last birthday?  *Record age in completed years.*  *If responses to CB2 and CB3 are inconsistent, probe further and correct.* | Age (in completed years) \_\_ \_\_ | |  |
| **CB4**. Has (***name***) ever attended school or any early childhood education programme? | Yes 1  No 2 | | 2*⇨CB11* |
| **CB5**. What is the highest level and grade or year of school (***name***) has ever attended? | Early Childhood Education 000  Primary **1** \_\_ \_\_  Lower Secondary **2** \_\_ \_\_  Upper Secondary **3** \_\_ \_\_  Higher **4** \_\_ \_\_ | | 000*⇨CB7* |
| **CB6**. Did (he/she) ever complete that (grade/year)? | Yes 1  No 2 | |  |
| **CB7**. At any time during the current school year did (***name***) attend school or any early childhood education programme? | Yes 1  No 2 | | 2*⇨CB9* |
| **CB8**. During this current school year, which level and grade or year is (***name***) attending? | Early Childhood Education 000  Primary **1** \_\_ \_\_  Lower Secondary **2** \_\_ \_\_  Upper Secondary **3** \_\_ \_\_  Higher **4** \_\_ \_\_ | |  |
| **CB9**. At any time during the previous school year did (***name***) attend school or any early childhood education programme? | Yes 1  No 2 | | 2*⇨CB11* |
| **CB10**. During that previous school year, which level and grade or year did (***name***) attend? | Early Childhood Education 000  Primary **1** \_\_ \_\_  Lower Secondary **2** \_\_ \_\_  Upper Secondary **3** \_\_ \_\_  Higher **4** \_\_ \_\_ | |  |
| **CB11.** Is (***name***) covered by any health insurance? | Yes 1  No 2 | | 2*⇨End* |
| **CB12.** What type of health insurance is (***name***) covered by?  *Record all mentioned.* | Mutual health organization/ Community-based health insurance A  Health insurance through employer B  Social security C  Other privately purchased commercial  health insurance D  Other (specify) X | |  |

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| **CHILD LABOUR** |  | **CL** |
| **CL1**. Now I would like to ask about any work (***name***) may do.  Since last (***day of the week***), did (***name***) do any of the following activities, even for only one hour?  [A] Did (***name***) do any work or help on (his/her) own or the household’s plot, farm, food garden or looked after animals? For example, growing farm produce, harvesting, or feeding, grazing or milking animals?  [B] Did (***name***) help in a family business or a relative’s business with or without pay, or run (his/her) own business?  [C] Did (***name***) produce or sell articles, handicrafts, clothes, food or agricultural products?  [X] Since last (***day of the week***), did (***name***) engage in any other activity in return for income in cash or in kind, even for only one hour? | Yes No  Worked on plot, farm, food garden, looked after animals 1 2  Helped in family / relative’s  business / ran own business 1 2  Produce / sell articles /  handicrafts / clothes / food  or agricultural products 1 2  Any other activity 1 2 |  |
| **CL2**. Check CL1, [A]-[X]: | At least one ‘yes’ 1  All answers are ‘No’ 2 | 2*⇨CL7* |
| **CL3**. Since last (***day of the week***) about how many hours did (***name***) engage in (this activity/these activities), in total?  *If less than one hour, record ‘00’.* | Number of hours \_\_ \_\_ |  |
| **CL4**. (Does the activity/Do these activities) require carrying heavy loads? | Yes 1  No 2 |  |
| **CL5**. (Does the activity/Do these activities) require working with dangerous tools such as knives and similar or operating heavy machinery? | Yes 1  No 2 |  |
| **CL6**. How would you describe the work environment of (***name***)?  [A] Is (he/she) exposed to dust, fumes or gas?  [B] Is (he/she) exposed to extreme cold, heat or humidity?  [C] Is (he/she) exposed to loud noise or vibration?  [D] Is (he/she) required to work at heights?  [E] Is (he/she) required to work with chemicals, such as pesticides, glues and similar, or explosives?  [X] Is (***name***) exposed to other things, processes or conditions bad for (his/her) health or safety? | Yes 1  No 2  Yes 1  No 2  Yes 1  No 2  Yes 1  No 2  Yes 1  No 2  Yes 1  No 2 |  |
| **CL7**. Since last (***day of the week***), did (***name***) fetch water for household use? | Yes 1  No 2 | 2*⇨CL9* |
| **CL8**. In total, how many hours did (***name***) spend on fetching water for household use, since last (***day of the week***)?  *If less than one hour, record ‘00’.* | Number of hours \_\_ \_\_ |  |
| **CL9**. Since last (***day of the week***), did (***name***) collect firewood for household use? | Yes 1  No 2 | 2*⇨CL11* |
| **CL10**. In total, how many hours did (***name***) spend on collecting firewood for household use, since last (***day of the week***)?  *If less than one hour, record ‘00’.* | Number of hours \_\_ \_\_ |  |
| **CL11**. Since last (***day of the week***), did (***name***) do any of the following for this household?  [A] Shopping for the household?  [B] Cooking?  [C] Washing dishes or cleaning around the house?  [D] Washing clothes?  [E] Caring for children?  [F] Caring for someone old or sick?  [X] Other household tasks? | Yes No  Shopping for household 1 2  Cooking 1 2  Washing dishes /  cleaning House 1 2  Washing clothes 1 2  Caring for children 1 2  Caring for old / sick 1 2  Other household tasks 1 2 |  |
| **CL12**. Check CL11, [A]-[X]: | At least one ‘yes’ 1  All answers are ‘No’ 2 | 2*⇨End* |
| **CL13**. Since last (***day of the week***), about how many hours did (***name***) engage in (this activity/these activities), in total?  *If less than one hour, record ‘00’* | Number of hours \_\_ \_\_ |  |

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| **CHILD DISCIPLINE** |  | **FCD** |
| **FCD1**. Check CB3: Child’s age? | Age 5-14 years 1  Age 15-17 years 2 | 2*⇨End* |
| **FCD2**. Now I’d like to talk to you about something else.  Adults use certain ways to teach children the right behaviour or to address a behaviour problem. I will read various methods that are used. Please tell me if you or any other adult in your household has used this method with *(****name****)* in the past month.  [A] Took away privileges, forbade something *(****name****)* liked or did not allow (him/her) to leave the house.  [B] Explained why *(****name****)*’s behaviour was wrong.  [C] Shook (him/her).  [D] Shouted, yelled at or screamed at (him/her).  [E] Gave (him/her) something else to do.  [F] Spanked, hit or slapped (him/her) on the bottom with bare hand.  [G] Hit (him/her) on the bottom or elsewhere on the body with something like a belt, hairbrush, stick or other hard object.  [H] Called (him/her) dumb, lazy or another name like that.  [I] Hit or slapped (him/her) on the face, head or ears.  [J] Hit or slapped (him/her) on the hand, arm, or leg.  [K] Beat (him/her) up, that is hit him/her over and over as hard as one could. | Yes No  Took away privileges 1 2  Explained wrong  behavior 1 2  Shook him/her 1 2  Shouted, yelled,  screamed 1 2  Gave something else  to do 1 2  Spanked, hit, slapped on  bottom with bare hand 1 2  Hit with belt, hairbrush,  stick or other hard  object 1 2  Called dumb, lazy or  another name 1 2  Hit / slapped on face,  head or ears 1 2  Hit / slapped on hand,  arm or leg 1 2  Beat up, hit over and over  as hard as one could 1 2 |  |
| **FCD3**. *Check FS4: Is this respondent the mother or caretaker of any other children under age 5?* | yes 1  No 2 | 2*⇨FCD5* |
| **FCD4**. *Check FS4: Has this respondent already responded to the following question (UCD5) for another child?* | yes 1  No 2 | 1*⇨End* |
| **FCD5**. Do you believe that in order to bring up, raise, or educate a child properly, the child needs to be physically punished? | Yes 1  No 2  DK / No opinion 8 |  |

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| CHILD FUNCTIONING | | FCF | |
| **FCF1**. I would like to ask you some questions about difficulties (***name***) may have.  Does (**name**) wear glasses or contact lenses? | Yes 1  No 2 | |  |
| **FCF2**. Does (**name**) use a hearing aid? | Yes 1  No 2 | |  |
| **FCF3**. Does (**name**) use any equipment or receive assistance for walking? | Yes 1  No 2 | |  |
| **FCF4**. In the following questions, I will ask you to answer by selecting one of four possible answers. For each question, would you say that (**name**) has: 1) no difficulty, 2) some difficulty, 3) a lot of difficulty, or 4) that (he/she) cannot at all.  Repeat the categories during the individual questions whenever the respondent does not use an answer category:  Remember the four possible answers: Would you say that (**name**) has: 1) no difficulty, 2) some difficulty, 3) a lot of difficulty, or 4) that (he/she) cannot at all? |  | |  |
| **FCF5**. Check FCF1: Child wears glasses or contact lenses? | Yes, FCF1=1 1  No, FCF1=2 2 | | 1*⇨FCF6A*  2*⇨FCF6B* |
| **FCF6A**. When wearing (his/her) glasses or contact lenses, does (**name**) have difficulty seeing?  **FCF6B**. Does (**name**) have difficulty seeing? | No difficulty 1  Some difficulty 2  A lot of difficulty 3  Cannot see at all 4 | |  |
| **FCF7**. Check FCF2: Child uses a hearing aid? | Yes, FCF2=1 1  No, FCF2=2 2 | | 1*⇨FCF8A*  2*⇨FCF8B* |
| **FCF8A**. When using (his/her) hearing aid(s), does (**name**) have difficulty hearing sounds like peoples’ voices or music?  **FCF8B**. Does (**name**) have difficulty hearing sounds like peoples’ voices or music? | No difficulty 1  Some difficulty 2  A lot of difficulty 3  Cannot hear at all 4 | |  |
| **FCF9**. Check FCF3: Child uses equipment or receives assistance for walking? | Yes, FCF3=1 1  No, FCF3=2 2 | | 2*⇨FCF14* |
| **FCF10**. Without (his/her) equipment or assistance, does (**name**) have difficulty walking 100 meters/yards on level ground?  *Probe:* That would be about the length of 1 football field.  *Note that category ‘No difficulty’ is not available, as the child uses equipment or receives assistance for walking.* | Some difficulty 2  A lot of difficulty 3  Cannot walk 100 m/y at all 4 | | 3*⇨FCF12*  4*⇨FCF12* |
| **FCF11**. Without (his/her) equipment or assistance, does (**name**) have difficulty walking 500 meters/yards on level ground?  *Probe:* That would be about the length of 5 football fields.  *Note that category ‘No difficulty’ is not available, as the child uses equipment or receives assistance for walking.* | Some difficulty 2  A lot of difficulty 3  Cannot walk 500 m/y at all 4 | |  |
| **FCF12**. With (his/her) equipment or assistance, does (**name**) have difficulty walking 100 meters/yards on level ground?  *Probe:* That would be about the length of 1 football field. | No difficulty 1  Some difficulty 2  A lot of difficulty 3  Cannot walk 100 m/y at all 4 | | 3*⇨FCF16*  4*⇨FCF16* |
| **FCF13**. With (his/her) equipment or assistance, does (**name**) have difficulty walking 500 meters/yards on level ground?  *Probe:* That would be about the length of 5 football fields. | No difficulty 1  Some difficulty 2  A lot of difficulty 3  Cannot walk 500 m/y at all 4 | | 1*⇨FCF16*  2*⇨FCF16*  3*⇨FCF16*  4*⇨FCF16* |
| **FCF14**. Compared with children of the same age, does (**name**) have difficulty walking 100 meters/yards on level ground?  *Probe:* That would be about the length of 1 football field. | No difficulty 1  Some difficulty 2  A lot of difficulty 3  Cannot walk 100 m/y at all 4 | | 3*⇨FCF16*  4*⇨FCF16* |
| **FCF15**. Compared with children of the same age, does (**name**) have difficulty walking 500 meters/yards on level ground?  *Probe:* That would be about the length of 5 football fields. | No difficulty 1  Some difficulty 2  A lot of difficulty 3  Cannot walk 500 m/y at all 4 | |  |
| **FCF16**. Does (**name**) have difficulty with self-care such as feeding or dressing (himself/herself)? | No difficulty 1  Some difficulty 2  A lot of difficulty 3  Cannot care for self at all 4 | |  |
| **FCF17**. When (**name**) speaks, does (he/she) have difficulty being understood by people inside of this household? | No difficulty 1  Some difficulty 2  A lot of difficulty 3  Cannot be understood at all 4 | |  |
| **FCF18**. When (**name**) speaks, does (he/she) have difficulty being understood by people outside of this household? | No difficulty 1  Some difficulty 2  A lot of difficulty 3  Cannot be understood at all 4 | |  |
| **FCF19**. Compared with children of the same age, does (**name**) have difficulty learning things? | No difficulty 1  Some difficulty 2  A lot of difficulty 3  Cannot learn things at all 4 | |  |
| **FCF20**. Compared with children of the same age, does (**name**) have difficulty remembering things? | No difficulty 1  Some difficulty 2  A lot of difficulty 3  Cannot remember things at all 4 | |  |
| **FCF21**. Does (**name**) have difficulty concentrating on an activity that (he/she) enjoys doing? | No difficulty 1  Some difficulty 2  A lot of difficulty 3  Cannot concentrate at all 4 | |  |
| **FCF22**. Does (**name**) have difficulty accepting changes in (his/her) routine? | No difficulty 1  Some difficulty 2  A lot of difficulty 3  Cannot accept changes at all 4 | |  |
| **FCF23**. Compared with children of the same age, does (**name**) have difficulty controlling (his/her) behaviour? | No difficulty 1  Some difficulty 2  A lot of difficulty 3  Cannot control Behaviour at all 4 | |  |
| **FCF24**. Does (**name**) have difficulty making friends? | No difficulty 1  Some difficulty 2  A lot of difficulty 3  Cannot make friends at all 4 | |  |
| **FCF25**. The next questions have different options for answers. I am going to read these to you after each question.  I would like to know how often (**name**) seems very anxious, nervous or worried.  Would you say: daily, weekly, monthly, a few times a year or never? | Daily 1  Weekly 2  Monthly 3  A few times a year 4  Never 5 | |  |
| **FCF26**. I would also like to know how often (**name**) seems very sad or depressed.  Would you say: daily, weekly, monthly, a few times a year or never? | Daily 1  Weekly 2  Monthly 3  A few times a year 4  Never 5 | |  |

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| **PARENTAL INVOLVEMENT** |  | **PR** |
| **PR1**. Check CB3: Child’s age? | Age 5-6 years 1  Age 7-14 years 2  Age 15-17 years 3 | 1*⇨End*  3*⇨End* |
| **PR2.**At the end of this interview I will ask you if I can talk to (***name***). If (he/she) is close, can you please ask (him/her) to stay here. If (***name***) is not with you at the moment could I ask that you now arrange for (him/her) to return? If that is not possible, we will later discuss a convenient time for me to call back. |  |  |
| **PR3**. Excluding school text books and holy books, how many books do you have for (***name****)* to read at home? | None 00  Number of books 0 \_\_  Ten or more books 10 |  |
| **PR4**. Check CB7: In the current school year, did the child attend school or any early childhood education programme?  Check ED9 in the EDUCATION Module in the HOUSEHOLD QUESTIONNAIRE for child if CB7 was not asked. | Yes, CB7/ED9=1 1  No, CB7/ED9=2 or BLANK 2 | 2*⇨End* |
| **PR5.** Does (***name***) ever have homework? | Yes 1  No 2  DK 8 | 2*⇨PR7*  8*⇨PR7* |
| **PR6**. Does anyone help (***name****)* with homework? | Yes 1  No 2  DK 8 |  |
| **PR7**. Does (***name***)’s school have a school governing body in which parents can participate such as parent teacher association or school management committee / use local terms? | Yes 1  No 2  DK 8 | 2*⇨PR10*  8*⇨PR10* |
| **PR8**. In the last 12 months, have you or any other adult from your household attended a meeting called by this school governing body? | Yes 1  No 2  DK 8 | 2*⇨PR10*  8*⇨PR10* |
| **PR9**. During any of these meetings, was any of the following discussed:  [A] A plan for addressing key education issues faced by (***name***)’s school?  [B] School budget or use of funds received by (***name****)*’s school? | Yes No DK  Plan for adressing  school’s issues 1 2 8  School budget 1 2 8 |  |
| **PR10**.In the last 12 months, have you or any other adult from your household received a school or student report card for (***name***)? | Yes 1  No 2  DK 8 |  |
| **PR11**. In the last 12 months, have you or any adult from your household gone to (***name****)*’s school for any of the following reasons?  [A] A school celebration or a sport event?    [B] To discuss (***name****)*’s progress with (his/her) teachers? | Yes No DK  celebration or  sport event 1 2 8  To discuss progress  with teacherS 1 2 8 |  |
| **PR12**. In the last 12 months, has (***name***)’s school been closed on a school day due to any of the following reasons:  [A] Natural disasters, such as flood, cyclone, epidemics or similar?  [B] Man-made disasters, such as fire, building collapse, riots or similar?  [C] Teacher strike?  [X] Other? | Yes No DK  Natural disasters 1 2 8  Man-made disasterS 1 2 8  teacher strike 1 2 8  other 1 2 8 |  |
| **PR13**. In the last 12 months, was (***name***) unable to attend class due to (his/her) teacher being absent? | Yes 1  No 2  DK 8 |  |
| **PR14**. Check PR12[C] and PR13: Any ‘Yes’ recorded? | Yes, PR12[C]=1 OR PR13=1 1  No 2 | 2*⇨End* |
| **PR15**. When (***teacher strike / teacher absence***) happened did you or any other adult member of your household contact any school officials or school governing body representatives? | Yes 1  No 2  DK 8 |  |

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| **FOUNDATIONAL LEARNING SKILLS** | | **FL** |
| **FL0**. *Check CB3: Child’s age?* | Age 5-6 years 1  Age 7-14 years 2  Age 15-17 years 3 | 1*ðEnd*  3*ðEnd* |
| **FL1**. Now I would like to talk to (***name***). I will ask (***him/her***) a few questions about (***himself/herself***) and about reading, and then ask (***him/her***) to complete a few reading and number activities.  These are not school tests and the results will not be shared with anyone, including other parents or the school.  You will not benefit directly from participating and I am not trained to tell you how well (***name***) has performed.  The activities are to help us find out how well children in this country are learning to read and to use numbers so that improvements can be made.  This will take about 20 minutes. Again, all the information we obtain will remain strictly confidential and anonymous. | | |
| May I talk to (***name***)? | Yes, permission is given 1  No, permission is not given 2 | 2*ðFL28* |

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| **FL2**. *Record the time.* | Hours and minutes \_\_ \_\_ : \_\_ \_\_ |  |
| **FL3**. My name is (***your name***). I would like to tell you a bit about myself.  Could you tell me a little bit about yourself?  *When the child is comfortable, continue with the verbal consent:*  Let me tell you why I am here today. I am from National Statistical Office***.*** I am part of a team trying to find out how children are learning to read and to use numbers. We are also talking to some of the children about this and asking them to do some reading and number activities. (Your mother/***Name of caretaker***) has said that you can decide if you want to help us. If you wish to help us, I will ask you some questions and give you some activities to do. I will explain each activity, and you can ask me questions any time. You do not have to do anything that you do not want to do. After we begin, if you do not want to answer a question or you do not want to continue that is alright. | | |
| Are you ready to get started? | Yes 1  No / NOT ASKED 2 | 2*ðFL28* |

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| **FL4**. *Before you start with the reading and number activities, tick each box to show that:*  o *You are not alone with the child unless he/she is at least visible to an adult known to the child.*  o *You have engaged the child in conversation and built rapport, e.g. using an icebreaker.*   * *The child is sat comfortably, able to use the READING & NUMBERS BOOK without difficulty, while you can see which page is open.* | | |
| **FL6**. First we are going to talk about reading.  [A] Do you read books at home?  [B] Does someone read to you at home? | YES NO  READS BOOKS AT  HOME 1 2  READ TO AT HOME 1 2 |  |
| **FL7**. Which language do you speak most of the time at home?  *Probe if necessary and read the listed languages.* | **Reading test available**  English 11  French 12  Spanish 13  **READING TEST NOT AVAILABLE**  LANGUAGE 21  OTHER (*specify*) 96  DK 98 |  |
| **FL8**. *Check CB7: In the current school year, did the child attend school or any early childhood education programme?*  *Check ED9 in the EDUCATION Module in the HOUSEHOLD QUESTIONNAIRE for child if CB7 was not asked.* | Yes, CB7/ED9=1 1  No, CB7/ED9=2 or blank 2 | 1*ðFL9A* |
| **FL8A**. *Check CB4: Did the child ever attend school or any early childhood education programmes?*  *Check ED4 in the EDUCATION Module in the HOUSEHOLD QUESTIONNAIRE for child if CB4 was not asked.* | Yes, CB4/ED4=1 1  No, CB4/ED4=2 or blank 2 | 1*ðFL9B*  2*ðFL9C* |
| **FL9A**. What language do your teachers use most of the time when teaching you in class?  **FL9B**. When you were in school, what language did your teachers use most of the time when teaching you in class?  *Probe if necessary and read the listed languages.* | **Reading test available**  English 11  French 12  Spanish 13  **READING TEST NOT AVAILABLE**  LANGUAGE 21  OTHER (*specify*) 96  DK 98 | 11*⇨FL10A*  12*⇨FL10A*  13*⇨FL10A* |
| **FL9C**. *Check FL7: Is READING & NUMBERS BOOK available in the language spoken at home?* | Yes, FL7=11, 12 or 13 1  No, FL7=21, 96 or 98 2 | 1*ðFL10B*  2*ðFL10C* |
| **FL10A**. Now I am going to give you a short story to read in (***Language recorded in FL9A/B***). Would you like to start reading the story?  **FL10B**. Now I am going to give you a short story to read in (***Language recorded in FL7***). Would you like to start reading the story? | YES 1  NO 2 | 1*⇨FL11* |
| **FL10C**. I have short stories in English, French and Spanish. The stories are almost the same. Would you like to try to read one of them? | English 11  French 12  Spanish 13  DOES NOT WANT TO TRY 95 | 95*⇨FL23* |
| **FL11**. *Check CB3: Child’s age?* | Age 7-9 years 1  Age 10-14 years 2 | 1*ðFL13* |
| **FL12**. *Check CB7: In the current school year, did the child attend school or any early childhood education programme?*  *Check ED9 in the EDUCATION Module in the HOUSEHOLD QUESTIONNAIRE for child if CB7 was not asked.* | Yes, CB7/ED9=1 1  No, CB7/ED9=2 or blank 2 | 1*ðFL18B* |
| **FL13**.*Give the child the Reading & Numbers Book in the language recorded for the test: Use response to FL10C if available. If not, use response to FL9A/B if available. Otherwise use response to FL7.*  *Open the page showing the reading practice item and say:*  Now we are going to do some reading. *Point to the sentence.* I would like you to read this aloud. Then I may ask you a question.  *(****English: Sam is a cat. Tina is a dog. Sam is 5. Tina is 6./***  ***French: Sam est un garçon. Tina est une fille. Sam a 5 ans. Tina a 6 ans./***  ***Spanish: Sam es un gato. Tina es una perra. Sam tiene 5 años. Tina tiene 6.****)* | | |
| **FL14**. *Did the child read every word in the practice correctly?* | Yes 1  No 2 | 2*ðFL21D* |
| **FL15**. *Once the reading is done, ask:*  (**How old is Sam?/**  **Quel âge a Sam ?/**  **¿Qué edad tiene Sam?**) | Correct  (**5/**  **5/**  **5**) 1  Other answers 2  No answer after 5 seconds 3 | 1*⇨FL17* |
| **FL16**. *Say:*  (**Sam is 5 years old./**  **Sam a 5 ans./**  **Sam tiene 5 años.**) |  | *⇨FL21D* |
| **FL17**. Here is another question:  (**Who is older: Sam or Tina?/**  **Qui est le plus âgé : Sam ou Tina ?/**  **¿Quién es mayor: Sam o Tina?**) | Correct  (**TINA/**  **TINA/**  **TINA**) 1  Other answers 2  No answer after 5 seconds 3 | 1*⇨FL18A* |
| **FL18**. *Say:*  (**Tina is older than Sam. Tina is 6 and Sam is 5./**  **Tina est plus âgée que Sam. Tina a 6 ans et Sam a 5./**  **Tina es mayor que Sam. Tina tiene 6 años y Sam tiene 5.**) |  | *⇨FL21D* |
| **FL18A**. *Turn the page to reveal the reading passage. Say:*  Thank you. Now I want you to try this. |  | *⇨FL19* |
| **FL18B**. *Give the child the Reading & Numbers Book in the language recorded for the test: Use response to FL10C if available. If not, use response to FL9A/B if available. Otherwise use response to FL7.*  *Open the book on the page of the reading passage.* |  |  |

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **FL19.** Here is a story. I want you to read it aloud as carefully as you can.  You will start here *(point to the first word on the first line)* and you will read line by line *(point to the direction for reading each line)*.  When you finish, I will ask you some questions about what you have read.  If you come to a word you do not know, go on to the next word.  Put your finger on the first word. Ready? Begin. | Moses | is | in | class | two. | One | | day, | |
| Madani | est | en | deuxième | année. | Un | | jour, | |
| Moisés | está | en | segundo | año. | Un | | día, | |
| 1 | 2 | 3 | 4 | 5 | 6 | | 7 | |
| Moses | was | going | home | from | school. | | He | |
| Madani | allait | de | l’école | vers | la | | maison. | |
| iba | a | casa | desde | la | escuela. | | Vió | |
| 8 | 9 | 10 | 11 | 12 | 13 | | 14 | |
| saw | some | red | flowers | on | the | | way. | |
| Il | a | vu | des | fleurs | rouges | | sur | |
| unas | flores | rojas | en | el | camino. | | Estaban | |
| 15 | 16 | 17 | 18 | 19 | 20 | | 21 | |
| The | flowers | were | near | a | tomato | | farm. | |
| le | chemin. | Les | fleurs | rouges | étaient | | près | |
| cerca | de | una | finca | de | tomates. | | Moisés | |
| 22 | 23 | 24 | 25 | 26 | 27 | | 28 | |
| Moses | wanted | to | get | some | flowers | | for | |
| d’une | ferme | de | tomates. | Madani | a | | voulu | |
| quería | recoger | unas | flores | para | su | | madre. | |
| 29 | 30 | 31 | 32 | 33 | 34 | | 35 | |
| his | mother. | Moses | ran | fast | across | | the | |
| prendre | quelques | fleurs | pour | sa | mère. | | Madani | |
| Moisés | corrió | rápido | por | la | finca | | para | |
| 36 | 37 | 38 | 39 | 40 | 41 | | 42 | |
| farm | to | get | the | flowers. | He | | fell | |
| a | couru | vite | à | travers | la | | ferme | |
| recoger | las | flores. | Se | cayó | cerca | | de | |
|  | 43 | 44 | 45 | 46 | 47 | 48 | | 49 | |
|  | down | near | a | banana | tree. | Moses | | started | |
|  | pour | prendre | les | fleurs. | Il | est | | tombé | |
|  | un | banano. | Empezó | a | llorar. | El | | granjero | |
|  | 50 | 51 | 52 | 53 | 54 | 55 | | 56 | |
|  | crying. | The | farmer | saw | him | and | | came. | |
|  | par | terre | à | côté | d’un | bananier. | | Madani | |
|  | lo | vió | y | vino. | Le | dio | | muchas | |
|  | 57 | 58 | 59 | 60 | 61 | 62 | | 63 | |
|  | He | gave | Moses | many | flowers. | Moses | | was | |
|  | s’est | mis | à | pleurer. | Le | fermier | | l’a | |
|  | flores | a | Moisés. | Moisés | se | puso | | feliz. | |
|  | 64 | 65 | 66 | 67 | 68 | 69 | | 70 | |
|  | very | happy. |  |  |  |  | |  | |
|  | vu | et | est | venu. | Il | a | | donné | |
|  |  |  |  |  |  |  | |  | |
|  | 71 | 72 | 73 | 74 | 75 | 76 | | 77 | |
|  |  |  |  |  |  | |  | |  | |
|  | à | Madani | plein | de | fleurs. | | Madani | | était | |
|  |  |  |  |  |  |  | |  | |
|  | 78 | 79 | 80 | 81 | 82 | 83 | | 84 | |
|  |  |  |  |  |  |  | |  | |
|  | très | content. |  |  |  |  | |  | |
|  |  |  |  |  |  |  | |  | |
|  | 85 | 86 |  |  |  |  | |  | |

|  |  |  |
| --- | --- | --- |
| **FL20**. *Results of the child’s reading.*  *Incorrect or missed words (B) are those marked incorrect while reading plus the difference between the number of the last word in the story (****English:72/ French:86/ Spanish:70****) and the last word attempted (A).*  *If the child did not try to read the story, record ‘00’ as the last word attempted (A).* | Last word attempted  (A) Number \_\_ \_\_    Total number of words incorrect or missed  (B) Number \_\_ \_\_ |  |
| **FL21A**. *Check FL20(B): Did the child incorrectly read or miss (****English:8/French:9/Spanish:8****) or more words?* | yES, AT LEAST (**English:8/French:9/ Spanish:8**) incorrect WORDS 1  NO, LESS THAN (**English:8/French:9/ Spanish:8**) incorrect WORDS 2 | 1*⇨ FL21D* |
| **FL21B**. Now I am going to ask you a few questions about what you have read.  *If the child does not provide a response after a few seconds, repeat the question. If the child seems unable to provide an answer after repeating the question, mark ‘No response’ and say:* Thank you. That is ok. We will move on.  *Make sure the child can still see the passage and ask:* |  |  |
| [A] (**What class is Moses in?/**  **En quelle classe est Madani ?/**  **¿En qué clase está Moisés?**) | Correct  (**Two/**  **Deuxieme/**  **Segundo**) 1  Incorrect 2  No response / Says ‘I don’t know’ 3 |  |
| [B] (**What did Moses see on the way home?/**  **Qu’est-ce que Madani a vu sur le chemin de la maison ?/**  **¿Qué vio Moisés de camino a casa?**) | Correct  (**flowers/**  **fleurs/**  **flores**) 1  Incorrect 2  No response / Says ‘I don’t know’ 3 |  |
| [C] (**Why did Moses start crying?/**  **Pourquoi est-ce-que Madani a commencé à pleurer ?/**  **¿Por qué Moisés empezó a llorar?**) | Correct  (**Because he fell/**  **parce qu’il est tombé/**  **porque se cayó**) 1  Incorrect 2  No response / Says ‘I don’t know’ 3 |  |
| [D] *Check FL21B[A-C]: Did the child answer all three questions correctly?* | yES, all correct, FL21B[A-C]=1 1  NO, at least one incorrect or with no response/DK 2 | 2*⇨ FL21D* |
| [E] (**Where did Moses fall?/**  **Ou est-ce que Madani est tombé ?/**  **¿Dónde se cayó Moisés?**) | Correct  (**near a banana tree/**  **a cote d’un bananier/**  **cerca de un banano**) 1  Incorrect 2  No response / Says ‘I don’t know’ 3 |  |
| [F] (**Why was Moses happy?/**  **Pourquoi Madani a-t-il été très content ?/**  **¿Por qué Moisés se puso feliz?**) | Correct  (**Because the farmer gave him many flowers or Because he had flowers to give to his mother/**  **parce que le fermier lui a donne plein de fleurs ou parce qu’il a eu des fleurs pour sa mere/**  **Porque el granjero le dio muchas flores o Porque tenía flores para su madre**) 1  Incorrect 2  No response / Says ‘I don’t know’ 3 |  |
| **FL21C**. *Check FL21B[E-F]: Did the child answer both questions correctly?* | Yes, both FL21B[e-F]=1 1  No, at least one incorrect or with no response/DK 2 | 1*⇨FL23* |
| **FL21D**. I have another story in (***list languages not yet attempted***). Would you like to try to read it/one of them?  *The child cannot pick the same language as already attempted.* | English 11  French 12  Spanish 13  DOES NOT WANT TO TRY 95 | 95*⇨FL23* |
| **FL21E**. *Check CB3: Child’s age?* | Age 7-9 years 1  Age 10-14 years 2 | 1*ðFL21G* |
| **FL21F**. *Check CB7: In the current school year, did the child attend school or any early childhood education programme?*  *Check ED9 in the EDUCATION Module in the HOUSEHOLD QUESTIONNAIRE for child if CB7 was not asked.* | Yes, CB7/ED9=1 1  No, CB7/ED9=2 or blank 2 | 1*ðFL21N* |
| **FL21G**. *Give the child the Reading & Numbers Book in the language recorded in FL21D.*  *Open the page showing the reading practice item, point to the sentence and say:*  Just as before I would like you to read this aloud. Then I may ask you a question.  *(****English:*** ***John is a boy. Anne is a girl. John has 2 eggs. Anne has 3 eggs.***  ***French: Jean est un garçon. Anne est une fille. Jean a 2 œufs. Anne a 3 œufs.***  ***Spanish: Luis es un niño. Ana es una niña. Luis tiene 2 huevos. Ana tiene 3 huevos.*** | | |
| **FL21H**. *Did the child read every word in the practice correctly?* | Yes 1  No 2 | 2*ðFL23* |
| **FL21I**. *Once the reading is done, ask:*  (**How many eggs does John have?/**  **Combien d'œufs Jean a-t-il ?/**  **¿Cuántos huevos tiene Luis?**) | Correct  (**2/**  **2/**  **2**) 1  Other answers 2  No answer after 5 seconds 3 | 1*⇨FL21K* |
| **FL21J**. *Say:*  (**John has 2 eggs./**  **Jean a 2 œufs./**  **Luis tiene 2 huevos.**) |  | *⇨FL23* |
| **FL21K**. Here is another question:  (**Who has more eggs: John or Anne?/**  **Qui a plus d'œufs: Jean ou Anne ?/**  **¿Quién tiene más huevos: Luis o Ana?**) | Correct  (**Anne/**  **Anne/**  **Ana**) 1  Other answers 2  No answer after 5 seconds 3 | 1*⇨FL21M* |
| **FL21L**. *Say:*  (**Anne has more eggs than John. Anne has 3 eggs and John has 2./**  **Anne a plus d’œufs que Jean. Anne a 3 œufs et Jean a 2./**  **Ana tiene más huevos que Luis. Ana tiene 3 huevos y Luis tiene 2.**) |  | *⇨FL23* |
| **FL21M**. *Turn the page to reveal the reading passage. Say:*  Thank you. Now I want you to try this. |  | *⇨FL21O* |
| **FL21N**. *Give the child the Reading & Numbers BOOK in the language recorded in FL21D.*  *Open the book on the page of the reading passage.* |  |  |

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **FL21O**. Here is a story. I want you to read it aloud as carefully as you can.  You will start here *(point to the first word on the first line)* and you will read line by line *(point to the direction for reading each line)*.  When you finish, I will ask you some questions about what you have read.  If you come to a word you do not know, go on to the next word.  Put your finger on the first word. Ready? Begin. | Mary | is | seven | years | old. | One | morning, |
| Marie | a | sept | ans. | Un | matin, | sa |
| María | tiene | siete | años. | Una | mañana, | su |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| her | grandmother | sent | her | to | the | market |
| grand-mère | l'a | envoyée | au | marché | pour | acheter |
| abuela | la | envió | al | mercado | a | comprar |
| 8 | 9 | 10 | 11 | 12 | 13 | 14 |
| to | buy | carrots. | She | gave | Mary | some |
| des | carottes. | Elle | lui | a | donné | de |
| tomates. | Ella | le | dio | a | María | algo |
| 15 | 16 | 17 | 18 | 19 | 20 | 21 |
| money. | Mary | put | it | in | her | bag. |
| l'argent. | Marie | l'a | mis | dans | son | sac. |
| de | dinero. | María | lo | puso | en | su |
| 22 | 23 | 24 | 25 | 26 | 27 | 28 |
| The | bag | had | a | big | hole. | On |
| Le | sac | avait | un | gros | trou. | Sur |
| bolsa. | La | bolsa | tenía | un | gran | agujero |
| 29 | 30 | 31 | 32 | 33 | 34 | 35 |
| the | way, | Mary | lost | the | money. | Peter |
| le | chemin, | Marie | a | perdu | l'argent. | Pierre |
| En | el | camino, | María | perdió | el | dinero. |
| 36 | 37 | 38 | 39 | 40 | 41 | 42 |
| saw | the | money | and | gave | it | to |
| a | vu | l'argent | et | l'a | donné | à |
| Pedro | vio | el | dinero | y | se | lo |
| 43 | 44 | 45 | 46 | 47 | 48 | 49 |
| Mary. | She | was | happy. | Mary | thanked | Peter |
| Marie. | Elle | était | heureuse. | Marie | a | remercié |
| dio | a | María. | Ella | se | puso | contenta. |
| 50 | 51 | 52 | 53 | 54 | 55 | 56 |
| and | walked | to | the | market. |  |  |
| Pierre | et | est | allée | au | marché. |  |
| María | le | dio | las | gracias | a | Pedro |
| 57 | 58 | 59 | 60 | 61 | 62 | 63 |
|  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |
| y | caminó | hacia | el | mercado. |  |  |
| 64 | 65 | 66 | 67 | 68 | 69 | 70 |
|  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |
| 71 | 72 | 73 | 74 | 75 | 76 | 77 |

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| --- | --- | --- |
| **FL21P**. *Results of the child’s reading.*  *Incorrect or missed words (B) are those marked incorrect while reading plus the difference between the number of the last word in the story (****English:61/French:62/Spanish:68****) and the last word attempted (A).*  *If the child did not try to read the story, record ‘00’ as the last word attempted (A).* | Last word attempted  (A) Number \_\_ \_\_  Total number of words incorrect or missed  (B) Number \_\_ \_\_ |  |
| **FL21Q**. *Check FL21P(B): Did the child incorrectly read or miss (****English:7/French:7/Spanish:7****) or more words?* | yES, AT LEAST (**English:7/French:7/ Spanish:7**) incorrect WORDS 1  NO, LESS THAN (**English:7/French:7/ Spanish:7**) incorrect WORDS 2 | 1*⇨FL23* |
| **FL22**. Now I am going to ask you a few questions about what you have read.  *If the child does not provide a response after a few seconds, repeat the question. If the child seems unable to provide an answer after repeating the question, mark ‘No response’ and say:* Thank you. That is ok. We will move on.  *Make sure the child can still see the passage and ask:* |  |  |
| [A] (**How old is Mary?/**  **Quel âge a Marie ?/**  **¿Cuántos años tiene María?**) | Correct  (**7/**  **7/**  **7**) 1  Incorrect 2  No response / Says ‘I don’t know’ 3 |  |
| [B] (**Who sent Mary to the market?/**  **Qui a envoyé Marie au marché ?/**  **¿Quién envió a María al mercado?**) | Correct  (**her grandmother/**  **Sa grand-mère/**  **Su abuela**) 1  Incorrect 2  No response / Says ‘I don’t know’ 3 |  |
| [C] (**What was Mary asked to buy?/**  **Qu'est-ce qu'on a demandé à Marie d'acheter ?/**  **¿Qué le pidieron a María que comprara?**) | Correct  (**Carrots/**  **Carottes/**  **Tomates**) 1  Incorrect 2  No response / Says ‘I don’t know’ 3 |  |
| [D] *Check FL22[A-C]: Did the child answer all three questions correctly?* | yES, all correct, FL22[A-C]=1 1  NO, at least one incorrect or with no response/DK 2 | 2*⇨ FL23* |
| [E] (**Why did Mary lose the money?**/  **Pourquoi Marie a-t-elle perdu l'argent ?**/  **¿Por qué María perdió el dinero?**) | Correct  (**Because it fell through the hole in the bag or Because the bag had a hole**/  **Parce qu'il est tombé à travers le trou dans le sac ou Parce que le sac avait un trou**/  **Porque cayó a través del agujero en la bolsa o Porque la bolsa tenía un agujero**) 1  Incorrect 2  No response / Says ‘I don’t know’ 3 |  |
| [F] (**Why was Mary happy?**/  **Pourquoi Marie était heureuse ?**/  **¿Por qué se puso contenta María?**) | Correct  (**BECAUSE PETER GAVE her the money or Because Peter found the money**/  **Parce que Pierre lui a donné l'argent ou Parce que Pierre a trouvé l’argent**/  **Porque Pedro le dio el dinero o Porque Pedro encontró el dinero**) 1  Incorrect 2  No response / Says ‘I don’t know’ 3 |  |
| **FL23**. *Turn the page in the READING & NUMBERS BOOK so the child is looking at the list of numbers. Make sure the child is looking at this page.*  Now here are some numbers. I want you to point to each number and tell me what the number is.  *Point to the first number and say:*  Start here*.*  *If the child stops on a number for a while, tell the child what the number is, record ‘3’, No attempt, point to the next number and say:*  What is this number*?*  *If the child does not attempt 2 consecutive numbers, record ‘3’, No attempt, for remaining numbers and say:*  Thank you. That is ok. | **9**  Correct 1  Incorrect 2  No attempt 3  **12**  Correct 1  Incorrect 2  No attempt 3  **30**  Correct 1  Incorrect 2  No attempt 3  **48**  Correct 1  Incorrect 2  No attempt 3  **74**  Correct 1  Incorrect 2  No attempt 3  **731**  Correct 1  Incorrect 2  No attempt 3 |  |
| **FL23A**. *Check FL23: Did the child correctly identify two of the first three numbers (9, 12 and 30)?* | Yes, at least two correct 1  No, at least 2 incorrect or with no attempt 2 | 2*ðFL27A* |
| **FL24**. *Turn the page so the child is looking at the first pair of numbers. Make sure the child is looking at this page. Say:*  Look at these numbers. Tell me which one is bigger.  *Record the child’s answer before turning the page in the book and repeating the question for the next pair of numbers.*  *If the child does not provide a response after a few seconds, repeat the question. If the child seems unable to provide an answer after repeating the question, record ‘3’, No attempt, for the appropriate pair of numbers, turn the booklet page and show the child the next pair of numbers.*  *If the child does not attempt 2 consecutive pairs, record ‘3’, No attempt, for remaining pairs and say:*  Thank you. That is ok. We will go to the next activity*.* | **7 & 5**  Correct (7) 1  Incorrect 2  No attempt 3  **11 & 24**  Correct (24) 1  Incorrect 2  No attempt 3  **58 & 49**  Correct (58) 1  Incorrect 2  No attempt 3  **65 & 67**  Correct (67) 1  Incorrect 2  No attempt 3  **146 & 154**  Correct (154) 1  Incorrect 2  No attempt 3 |  |
| **FL25**. *Give the child a pencil and paper. Turn the page so the child is looking at the first addition. Make sure the child is looking at this page. Say:*  Look at this sum. How much is (***number plus number***)? Tell me the answer. You can use the pencil and paper if it helps you.  *Record the child’s answer before turning the page in the book and repeating the question for the next sum.*  *If the child does not provide a response after a few seconds, repeat the question. If the child seems unable to provide an answer after repeating the question, record ‘3’, No attempt, for the appropriate sum, turn the booklet page and show the child the next addition.*  *If the child does not attempt 2 consecutive sums, record ‘3’, No attempt, for remaining sums and say:*  Thank you. That is ok. We will go to the next activity*.* | **3 + 2**  Correct (5) 1  Incorrect 2  No attempt 3  **8 + 6**  Correct (14) 1  Incorrect 2  No attempt 3  **7 + 3**  Correct (10) 1  Incorrect 2  No attempt 3  **13 + 6**  Correct (19) 1  Incorrect 2  No attempt 3  **12 + 24**  Correct (36) 1  Incorrect 2  No attempt 3 |  |
| **FL26**. *Turn to the first practice sheet for pattern recognition. Say:*  Here are some numbers. 1, 2, \_\_, and 4.  *Point to each number and blank space and say:*  What number goes here? | Correct (3) 1  Incorrect 2  No attempt 3 | 2*⇨FL26B*  3*⇨FL26B* |
| **FL26A**. That’s correct, 3. Let’s do another one. |  | *⇨FL26C* |
| **FL26B**. *Do not explain how to get the correct answer. Just say:*  The number 3 goes here. Say the numbers with me. *(Point to each number)* 1, 2, 3, 4. 3 goes here. Let’s do another one. |  |  |
| **FL26C**. Here are some more numbers. 5, 10, 15 and \_\_.  *Point to each number and blank space and say:*  What number goes here? | Correct (20) 1  Incorrect 2  No attempt 3 | 2*⇨FL26E*  3*⇨FL26E* |
| **FL26D**. That’s correct, 20. |  | *⇨FL27* |
| **FL26E**. *Do not explain how to get the correct answer. Just say:*  The number 20 goes here. Say the numbers with me. *(Point to each number)* 5, 10, 15, 20. 20 goes here. |  |  |
| **FL26F**. *Check FL26: Was the answer correct?* | Yes, FL26=1 1  No, FL26=2 or 3 2 | 2*ðFL27A* |
| **FL27**. Now I want you to try this on your own.  Here are some more numbers. Tell me what number goes here (*pointing to the missing number*).  *Record the child’s answer before turning the page in the book and repeating the question.*  *If the child does not provide a response after a few seconds, repeat the question. If the child seems unable to provide an answer after repeating the question, record ‘3’, No attempt, for the appropriate question, turn the page and show the child the next question.*  *If the child does not attempt 2 consecutive patterns, record ‘3’, No attempt, for remaining patterns. and**say:*  Thank you. That is ok. | **5, 6, 7, \_\_**  Correct (8) 1  Incorrect 2  No attempt 3  **14, 15, \_\_, 17**  Correct (16) 1  Incorrect 2  No attempt 3  **20, \_\_, 40, 50**  Correct (30) 1  Incorrect 2  No attempt 3  **2, 4, 6, \_\_**  Correct (8) 1  Incorrect 2  No attempt 3  **5, 8, 11, \_\_**  Correct (14) 1  Incorrect 2  No attempt 3 |  |
| **FL27A**. That was my last question. I really enjoyed talking to you. It was very nice of you to help us out. Thank you very much.  *If you are asked by the child or the mother/caretaker how well the child has done, praise the child for effort but do not comment on performance. You may say:*  I am not trained to tell you how (you have/your child has) performed but (your/his/her) participation will help the authorities understand how much children are learning in country. |  |  |

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| --- | --- | --- |
| **FL28**. *Result of interview with child.*  *Discuss any result not completed with Supervisor*. | Completed 01  Not at home 02  Mother / Caretaker refused 03  Child refused 04  Partly completed 05  Incapacitated 06  Other (*specify*) 96 |  |

|  |  |  |
| --- | --- | --- |
| **FS11**. *Record the time*. | HourS and minutes \_\_ \_\_ : \_\_ \_\_ |  |
| **FS12.** *Language of the Questionnaire.* | ENGLISH 1  Language 2 2  Language 3 3 |  |
| **FS13**. *Language of the Interview.* | ENGLISH 1  Language 2 2  Language 3 3  Other language  (specify) 6 |  |
| **FS14**. *Native language of the Respondent.* | ENGLISH 1  Language 2 2  Language 3 3  Other language  (specify) 6 |  |
| **FS15***. Was a translator used for any parts of this questionnaire?* | Yes, the entire questionnaire 1  Yes, parts of the questionnaire 2  No, not used 3 |  |
| **FS16**. Thank the respondent for her/his cooperation.  *Proceed to complete the result in FS17 in the 5-17 CHILD INFORMATION PANEL and then go to the HOUSEHOLD QUESTIONNAIRE and complete HH56.*    *Make arrangements for the administration of the remaining questionnaire(s) in this household.* | | |

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| **Interviewer’s Observations** |
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| **Supervisor’s Observations** |
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FL module booklet

Sam is a cat. Tina is a dog. Sam is 5. Tina is 6.

Moses is in class two. One day, Moses was going home from school. He saw some red flowers on the way. The flowers were near a tomato farm. Moses wanted to get some flowers for his mother. Moses ran fast across the farm to get the flowers. He fell down near a banana tree. Moses started crying. The farmer saw him and came. He gave Moses many flowers. Moses was very happy.

John is a boy. Anne is a girl. John has 2 eggs. Anne has 3 eggs.

Mary is seven years old. One morning, her grandmother sent her to the market to buy carrots. She gave Mary some money. Mary put it in her bag. The bag had a big hole. On the way, Mary lost the money. Peter saw the money and gave it to Mary. She was happy. Mary thanked Peter and walked to the market.

9

12

30

48

74

731

7 5

11 24

58 49

65 67

146 154

3 + 2 =

8 + 6 =

7 + 3 =

13 + 6 =

12 + 24 =

1 2 \_\_ 4

5 10 15 \_\_

5 6 7 \_\_

14 15 \_\_ 17

20 \_\_ 40 50

2 4 6 \_\_

5 8 11 \_\_