

General instructions

It is important to establish a playful and relaxed rapport with the children to be assessed, via some simple initial conversation about topics of interest to the child. The child should perceive the following assessment almost as a game to be enjoyed rather than as a severe situation.

Verbal Consent Read the text in the box clearly to the child:

Before we start, I want to tell you my name. I'm _____
I work with the Ministry of Education.

- **We want to know how children learn math. You were picked by chance, like in a raffle or lottery.**
- **We would like your help in this. But you do not have to take part if you do not want to.**
- **We are going to play some counting games and some number games.**
- **Using this stopwatch, I will see how long it takes you to count.**
- **This is NOT a test and you will NOT be graded on it for school.**
- **I will also ask you questions about your family, like what language your family uses at home and some of the things your family has.**
- **I will NOT write down your name so no one will know these are your answers.**
- **Once again, you do not have to take part in this if you do not want to. Once we begin, if you do not want to answer a question, that's all right.**
- **Okay, are you ready to start?**

Check box if verbal consent is obtained: **YES**

(If verbal consent is not obtained, thank the child and move on to the next child, using this same form)











A. Date of assessment :	
B. Assessor name/code :	
C. NAME and location of school :	
D. Unique School code :	
E. Unique student code :	

F. Student's grade level :	<input type="radio"/> 1 = Standard 1 <input type="radio"/> 2 = Standard 2 <input type="radio"/> 3 = Standard 3 <input type="radio"/> 4 = Standard 4
G. Student's month and year of birth :	Month : _____ Year : _____ Age: _____
H. Student's gender :	<input type="radio"/> girl <input type="radio"/> boy

Task 1: Number Identification	A	60 seconds																				
<p> Here are some numbers. I want you to point to each number and tell me what the number is. I will tell you when to begin and when to stop. Here are some numbers. I want you to point to each number and tell me what the number is. I will tell you when to begin and when to stop.</p> <p>- [point to first number] Start here. Are you ready? . . . Start.</p> <p>- What number is this?</p>		<p> • If the time on the stopwatch runs out (60 seconds).</p> <p> • If a child stops on an item for <u>5 SECONDS</u>.</p>																				
<p> (/) Incorrect or no response () After the last number read</p> <table border="1" style="width: 100%; text-align: center; border-collapse: collapse;"> <tr> <td>2</td><td>9</td><td>0</td><td>12</td><td>30</td></tr> <tr> <td>22</td><td>45</td><td>39</td><td>23</td><td>48</td></tr> <tr> <td>91</td><td>33</td><td>74</td><td>87</td><td>65</td></tr> <tr> <td>108</td><td>245</td><td>587</td><td>731</td><td>989</td></tr> </table>		2	9	0	12	30	22	45	39	23	48	91	33	74	87	65	108	245	587	731	989	
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<p> Time left (seconds):</p>																						
<p> What language(s) did the child use for this activity? [check all that apply]</p> <table style="width: 100%; text-align: center;"> <tr> <td><input type="checkbox"/> Language 1</td> <td><input type="checkbox"/> Language 2</td> <td><input type="checkbox"/> Language 3</td> <td><input type="checkbox"/> Language 4</td> <td><input type="checkbox"/> Language 5</td> <td><input type="checkbox"/> Language 6</td> </tr> <tr> <td><input type="checkbox"/> Language 7</td> <td><input type="checkbox"/> Language 8</td> <td><input type="checkbox"/> Language 9</td> <td><input type="checkbox"/> English</td> <td><input type="checkbox"/> Other</td> <td></td> </tr> </table>			<input type="checkbox"/> Language 1	<input type="checkbox"/> Language 2	<input type="checkbox"/> Language 3	<input type="checkbox"/> Language 4	<input type="checkbox"/> Language 5	<input type="checkbox"/> Language 6	<input type="checkbox"/> Language 7	<input type="checkbox"/> Language 8	<input type="checkbox"/> Language 9	<input type="checkbox"/> English	<input type="checkbox"/> Other									
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Task 2: Number Discrimination - Practice	B1	x
<p>P1:</p> <p> Look at these numbers. Tell me which number is bigger.</p> <p style="text-align: center;">8 4</p> <p> That's correct, 8 is bigger. Let's do another one.</p> <p> The bigger number is 8. <i>[Point to 8]</i> This is 8. <i>[Point to 4]</i> This is 4. 8 is bigger than 4. Let's do another one.</p>		x
<p>P2:</p> <p> Look at these numbers. Tell me which number is bigger.</p> <p style="text-align: center;">10 12</p> <p> That's right, 12 is bigger. Let's continue.</p> <p> The bigger number is 12. <i>[Point to 10]</i> This number is 10. <i>[Point to 12]</i> This is 12. 12 is bigger than 10. Let's continue.</p>		

Task 2: Number Discrimination	B2 & B3	x																																																		
<p> Look at these numbers. Tell me which number is bigger.</p> <p style="text-align: center;"><i>[Repeat for each item]</i></p>		<p></p> <ul style="list-style-type: none"> • If the child makes 4 successive errors <p></p> <ul style="list-style-type: none"> • If the child doesn't respond after <u>5 SECONDS</u>. 																																																		
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7	5		<u>7</u>	1	0	94	78	<u>94</u>	1	0																																										
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Task 3: Missing number - Practice	 C1	 x																
<p>P1</p> <p> Here are some numbers. 1, 2, and 4, what number goes here?</p> <div style="text-align: center;"> <table border="1" style="margin: auto;"> <tr> <td style="width: 40px; height: 20px;"></td> <td style="width: 40px; height: 20px;"></td> <td style="width: 40px; height: 20px;"></td> <td style="width: 40px; height: 20px;"></td> </tr> <tr> <td style="text-align: center;">1</td> <td style="text-align: center;">2</td> <td style="text-align: center;">(3)</td> <td style="text-align: center;">4</td> </tr> </table> </div> <p>✓  That's correct, 3. Let's do another one.</p> <p>✗  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.</p> <p>P2:</p> <p> Here are some numbers. 5, 10, and 15, what number goes here?</p> <div style="text-align: center;"> <table border="1" style="margin: auto;"> <tr> <td style="width: 40px; height: 20px;"></td> <td style="width: 40px; height: 20px;"></td> <td style="width: 40px; height: 20px;"></td> <td style="width: 40px; height: 20px;"></td> </tr> <tr> <td style="text-align: center;">5</td> <td style="text-align: center;">10</td> <td style="text-align: center;">15</td> <td style="text-align: center;">(20)</td> </tr> </table> </div> <p>✓  That's correct, 20. Let's do some more.</p> <p>✗  The number 20 goes here. Say the numbers with me. [Point to each number] 5, 10, 15, 20. 20 goes here. Let's do some more.</p>					1	2	(3)	4					5	10	15	(20)		<p> x</p> <p> x</p>
1	2	(3)	4															
5	10	15	(20)															










Task 3: Missing number	C2 & C3	⌚ ×												
<p>🗣️ Here are some more numbers. [Point to the box] What number goes here? [Repeat for each item]</p> <p>✎ (✓) 1 = Correct. (✓) 0 = Incorrect or no response.</p>		<p>👉</p> <ul style="list-style-type: none"> • If the child makes 4 successive errors <p>⌚</p> <ul style="list-style-type: none"> • If the child doesn't respond after <u>5 SECONDS</u>. 												
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5	6		7	(8)	1	0	348	349	(350)	351	1	0		
<p>2</p> <table style="width: 100%; text-align: center; border-collapse: collapse;"> <tr> <td style="border: 1px solid black; width: 25px; height: 25px;">14</td> <td style="border: 1px solid black; width: 25px; height: 25px;">15</td> <td style="border: 1px solid black; width: 25px; height: 25px; background-color: #ccc;">(16)</td> <td style="border: 1px solid black; width: 25px; height: 25px;">17</td> <td style="border: 1px solid black; width: 25px; height: 25px;">1</td> <td style="border: 1px solid black; width: 25px; height: 25px;">0</td> <td style="border: 1px solid black; width: 25px; height: 25px;">28</td> <td style="border: 1px solid black; width: 25px; height: 25px; background-color: #ccc;">(26)</td> <td style="border: 1px solid black; width: 25px; height: 25px;">24</td> <td style="border: 1px solid black; width: 25px; height: 25px;">22</td> <td style="border: 1px solid black; width: 25px; height: 25px;">1</td> <td style="border: 1px solid black; width: 25px; height: 25px;">0</td> </tr> </table>	14		15	(16)	17	1	0	28	(26)	24	22	1	0	7
14	15		(16)	17	1	0	28	(26)	24	22	1	0		
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Task 4A: Addition: Level 1		D1 & D2	60 seconds																				
<p> Here are some addition problems [<i>glide hand from top to bottom</i>]. I will tell you when to start and when to stop. Say the answer for each problem. If you don't know an answer, move to the next problem. Are you ready? Start here [<i>point to first problem</i>].</p>		<p> If the time on the stopwatch runs out (60 seconds).</p> <p> If a child stops on an item for <u>5 SECONDS</u>.</p>																					
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Task 4B: Addition: Level 2		D3	
Paper and pencil.			
Here are more addition problems. You may use this paper and pencil if you want to. You do not have to do so. Start here [point to first problem].		<ul style="list-style-type: none"> • If the child did not answer any Level 1 question correctly. • If the child makes 4 consecutive errors. 	
(✓) 1 = Correct. (✓) 0 = Incorrect or no response. $13 + 6 = (19)$ <input type="checkbox"/> 1 <input type="checkbox"/> 0 $18 + 7 = (25)$ <input type="checkbox"/> 1 <input type="checkbox"/> 0 $12 + 14 = (26)$ <input type="checkbox"/> 1 <input type="checkbox"/> 0 $22 + 37 = (59)$ <input type="checkbox"/> 1 <input type="checkbox"/> 0 $38 + 26 = (64)$ <input type="checkbox"/> 1 <input type="checkbox"/> 0 The child: <input type="checkbox"/> used fingers/tick marks, <input type="checkbox"/> used paper & pencil, <input type="checkbox"/> solved the problem(s) in his/her head		<ul style="list-style-type: none"> • If the child uses an inefficient strategy (e.g., tick marks), ask the child “Do you know another way to solve the problem?” • If a child continues to use an inefficient strategy or stops on an item for 5 SECONDS. 	
What language(s) did the child use for this activity? [check all that apply] <input type="checkbox"/> Language 1 <input type="checkbox"/> Language 2 <input type="checkbox"/> Language 3 <input type="checkbox"/> Language 4 <input type="checkbox"/> Language 5 <input type="checkbox"/> Language 6 <input type="checkbox"/> Language 7 <input type="checkbox"/> Language 8 <input type="checkbox"/> Language 9 <input type="checkbox"/> English <input type="checkbox"/> Other			

Task 5A: Subtraction: Level 1		E1 & E2	60 seconds																				
	<p>Here are some subtraction problems [<i>glide hand from top to bottom</i>].</p> <p>I will tell you when to start and when to stop. Say the answer for each problem. If you don't know an answer, move to the next problem. Are you ready?</p> <p>Start here [<i>point to first problem</i>].</p>	<p> • If the time on the stopwatch runs out (60 seconds).</p> <p> • If a child stops on an item for <u>5 SECONDS</u>.</p>																					
	<p>(/) Incorrect or no response</p> <p>() After last problem attempted</p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <tbody> <tr><td style="padding: 5px;">$4 - 3 = (1)$</td><td style="padding: 5px;">$15 - 8 = (7)$</td></tr> <tr><td style="padding: 5px;">$5 - 3 = (2)$</td><td style="padding: 5px;">$11 - 7 = (4)$</td></tr> <tr><td style="padding: 5px;">$8 - 2 = (6)$</td><td style="padding: 5px;">$12 - 5 = (7)$</td></tr> <tr><td style="padding: 5px;">$9 - 5 = (4)$</td><td style="padding: 5px;">$14 - 6 = (8)$</td></tr> <tr><td style="padding: 5px;">$6 - 3 = (3)$</td><td style="padding: 5px;">$17 - 8 = (9)$</td></tr> <tr><td style="padding: 5px;">$9 - 1 = (8)$</td><td style="padding: 5px;">$13 - 7 = (6)$</td></tr> <tr><td style="padding: 5px;">$10 - 3 = (7)$</td><td style="padding: 5px;">$16 - 8 = (8)$</td></tr> <tr><td style="padding: 5px;">$12 - 9 = (3)$</td><td style="padding: 5px;">$13 - 5 = (8)$</td></tr> <tr><td style="padding: 5px;">$10 - 8 = (2)$</td><td style="padding: 5px;">$12 - 2 = (10)$</td></tr> <tr><td style="padding: 5px;">$12 - 3 = (9)$</td><td style="padding: 5px;">$18 - 10 = (8)$</td></tr> </tbody> </table>	$4 - 3 = (1)$	$15 - 8 = (7)$	$5 - 3 = (2)$	$11 - 7 = (4)$	$8 - 2 = (6)$	$12 - 5 = (7)$	$9 - 5 = (4)$	$14 - 6 = (8)$	$6 - 3 = (3)$	$17 - 8 = (9)$	$9 - 1 = (8)$	$13 - 7 = (6)$	$10 - 3 = (7)$	$16 - 8 = (8)$	$12 - 9 = (3)$	$13 - 5 = (8)$	$10 - 8 = (2)$	$12 - 2 = (10)$	$12 - 3 = (9)$	$18 - 10 = (8)$		
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	Time left (seconds):	<input style="width: 100px; height: 20px;" type="text"/>																					
	What language(s) did the child use for this activity? [check all that apply]																						
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Language 7	Language 8	Language 9	English	Other																			

Task 5B: Subtraction: Level 2		E3	
Paper and pencil.			
Here are more subtraction problems. You may use this paper and pencil if you want to. You do not have to do so. Start here [point to first problem].		<ul style="list-style-type: none"> • If the child did not answer any Level 1 question correctly. • If the child makes 4 consecutive errors. 	
(✓) 1 = Correct. (✓) 0 = Incorrect or no response. $19 - 6 = (13)$ <input type="checkbox"/> 1 <input type="checkbox"/> 0 $25 - 7 = (18)$ <input type="checkbox"/> 1 <input type="checkbox"/> 0 $26 - 14 = (12)$ <input type="checkbox"/> 1 <input type="checkbox"/> 0 $59 - 37 = (22)$ <input type="checkbox"/> 1 <input type="checkbox"/> 0 $64 - 26 = (38)$ <input type="checkbox"/> 1 <input type="checkbox"/> 0 The child: <input type="checkbox"/> used fingers/tick marks, <input type="checkbox"/> used paper & pencil, <input type="checkbox"/> solved the problem(s) in his/her head		<ul style="list-style-type: none"> • If the child uses an inefficient strategy (e.g., tick marks), ask the child “Do you know another way to solve the problem?” • If a child continues to use an inefficient strategy or stops on an item for 5 SECONDS. 	
What language(s) did the child use for this activity? [check all that apply] <input type="checkbox"/> Language 1 <input type="checkbox"/> Language 2 <input type="checkbox"/> Language 3 <input type="checkbox"/> Language 4 <input type="checkbox"/> Language 5 <input type="checkbox"/> Language 6 <input type="checkbox"/> Language 7 <input type="checkbox"/> Language 8 <input type="checkbox"/> Language 9 <input type="checkbox"/> English <input type="checkbox"/> Other			

Task 6: Word Problems – Practice	 x	 x
  Counters, paper and pencil.		
<p> I have some problems that I am going to ask you to solve for me. Here are some things to help you. You can use them if you need them, but you don't have to use them. Listen very carefully to each problem. If you need, I will repeat problem for you. Okay, let's get started.</p> <p> There are three children on the bus. <i>[pause and check]</i> One child gets out of the bus. <i>[pause and check]</i> How many children are left on the bus?</p> <p> That's right. There are two children left on the bus. Let's do some more.</p> <p> Pretend these counters are children. Count out three children. These children are on the bus. One child gets out of the bus. Show me one child getting out of the bus with the counters. How many children are left on the bus? That's right. There are two children left on the bus. Let's do some more.</p>		 x

Task 6: Word Problems		📖 x	🕒 x
✎ ✦ Counters, paper and pencil.			
🧠 Now I have some more problems for you.		🖐️ • If the child makes 4 successive errors ⌚ • If a child stops on an item for <u>5 SECONDS</u> . (and does not attempt to use counters, fingers, paper, or pencil) OR • If the child doesn't respond to a question after one minute. Comment: The "[pause and check]s" in each problem indicate that you should be certain that the child understands what you have said before continuing. You may want to ask, "Do you understand?"	
🗑️ (✓) 1 = Correct. (✓) 0 = Incorrect or no response.			
Problem 1 🧠 2 children are on the bus. [pause and check] 3 more children get on. [pause and check] How many children are on the bus altogether?	(5) <input type="text" value="1"/> <input type="text" value="0"/>		
Problem 2 🧠 There are 6 children on the bus. [pause and check] 2 are boys. The others are girls. [pause and check] How many girls are there on the bus?	(4) <input type="text" value="1"/> <input type="text" value="0"/>		
Problem 3 🧠 There are 2 children on the blue bus. [pause and check] There are 8 children on the green bus. [pause and check] How many more children must join the blue bus so that it has the same number of children as the green bus?	(6) <input type="text" value="1"/> <input type="text" value="0"/>		
Problem 4 🧠 There are some children on the bus. [pause and check] 2 more children get on the bus. [pause and check] Now there are 9 children on the bus. [pause and check] How many children were on the bus to begin with?	(7) <input type="text" value="1"/> <input type="text" value="0"/>		
Problem 5 🧠 There are 12 toffees. [pause and check] 4 children share the toffees equally. [pause and check] How many toffees does each child get?	(3) <input type="text" value="1"/> <input type="text" value="0"/>		
Problem 6 🧠 There are 5 seats on a bus. [pause and check] There are 2 children on each seat. [pause and check] How many children are on the bus altogether?	(10) <input type="text" value="1"/> <input type="text" value="0"/>		
The child: <input type="checkbox"/> used fingers/tick marks/counters, <input type="checkbox"/> used paper & pencil, <input type="checkbox"/> solved the problem(s) in his/her head			
🗑️ What language(s) did the child use for this activity? [check all that apply]			
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