



# REMOTE ASSESSMENT OF LEARNING

## HIGH ACCESS ADMINISTRATION GUIDANCE

**IMPORTANT:** The literacy and numeracy domains in this administration guidance have been revised based on results from a seven-country validation study (results forthcoming). The social and emotional learning domain has been significantly revised, yet remains untested in its revised form and should be tested before use. Please contact [learningassessment@savechildren.org](mailto:learningassessment@savechildren.org) for guidance.

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## Introduction

This is the administration and adaptation guide for the Remote Assessment of Learning (ReAL) tool. For each question in the ReAL tool, you will find

- 1 instructions for administration
- 2 instructions for scoring and
- 3 instructions for adaptation.

We begin with overall administration guidelines as well as scoring rules and then continue with specific guidance for each question.

## Why ReAL?

In the aftermath of conflict or crisis, it can be difficult to access populations of interest for face-to-face assessments. ReAL is another tool that can be added to the assessment toolbox to ensure decision makers have data about children's learning even if they are inaccessible by traditional assessments. ReAL measures skills of children aged 5 to 14 years old engaged in distance and in-person learning programming focusing on literacy, numeracy, and social and emotional learning (SEL).

## When to use ReAL

ReAL is intended to be used as a summative assessment in order to understand how children's literacy, numeracy, or social and emotional skills have changed over the course of a distance (or in-person) learning program. The data are to be used in the aggregate and not on an individual student level. ReAL can be used as a learning outcome measure as part of many different types of evaluation designs.

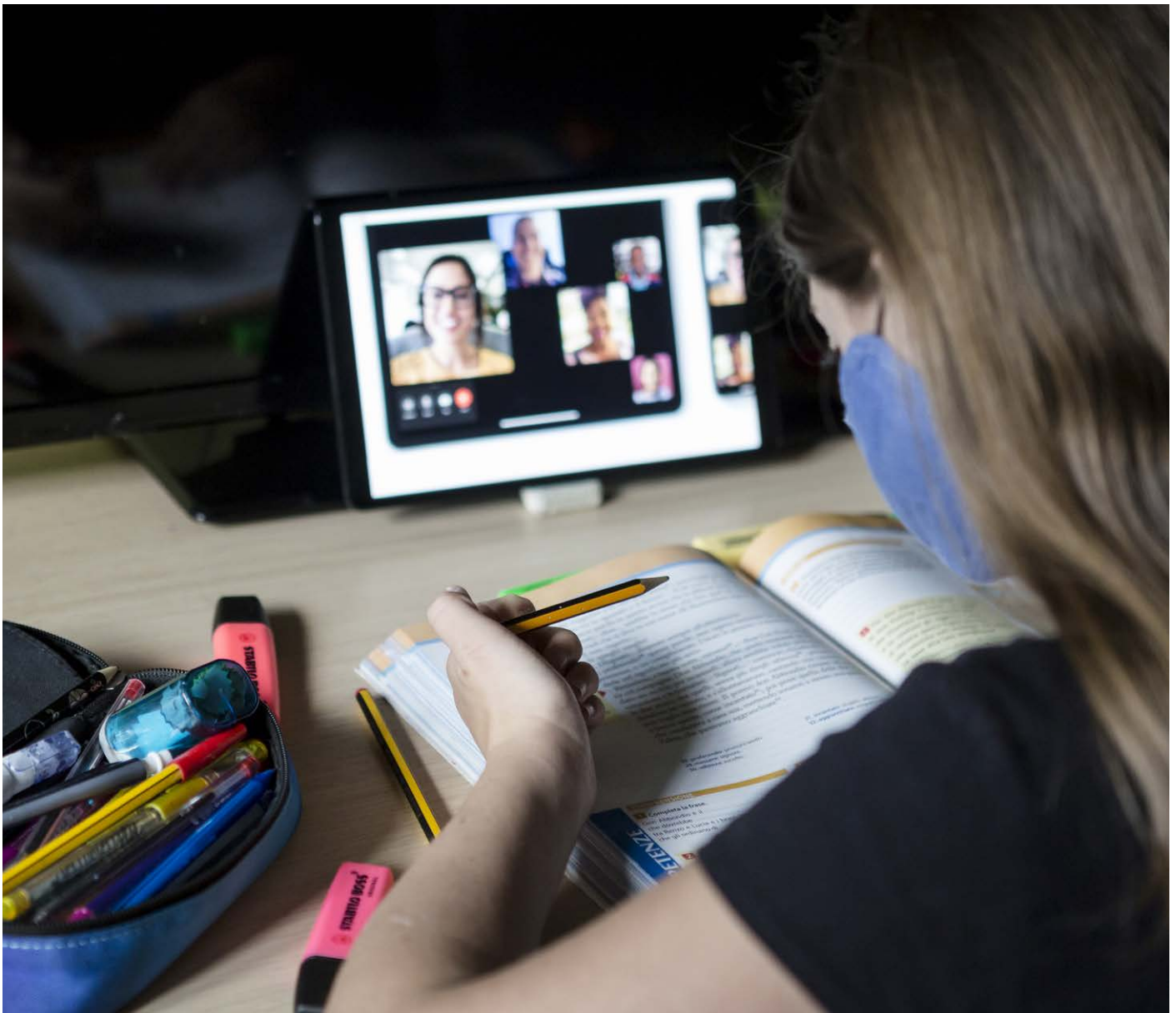
ReAL is not designed for the following purposes and should not be used in these ways:

- As a formative assessment to monitor student learning at multiple points throughout a program to provide ongoing feedback to students and teachers
- As a diagnostic test to examine individual skill levels of students
- As a high stakes test to make important decisions about an individual student's ability to graduate or be promoted to the next grade



## Considerations when using ReAL




- Identify the available resources in your area to help choose which modality (High Access, Caregiver, Low Access) best suits the respondents. How many participants can be reached via phone? How many participants have smart phones, or internet-enabled phones? Can team members interview children on the phone, or only caregivers?
- Recognize that we can only test households that can be reached via phone regardless of the modality.
- What skills do you want to measure? Literacy, numeracy, and SEL are included in ReAL, but you may decide to measure one, two, or all of these domains in your project.



## Three administration modalities

In the three administration modalities outlined below, all “access” is remote. Each modality is determined by the materials and technologies available to the child. All cases assume at least respondents’ access to a phone (of any type) and either assessment-specific learning materials (hard copy) or learning materials distributed by the project.

	High Access	Low Access	Caregiver
<b>Administration stimuli</b>	<ul style="list-style-type: none"> <li>● SMS, WhatsApp, IVR (interactive voice response)</li> </ul> OR <ul style="list-style-type: none"> <li>● Assessment-specific learning materials (hard copy)</li> </ul>	Adapted from distributed learning materials	–
<b>Device used for assessment</b>	<ul style="list-style-type: none"> <li>● Smart phone using WhatsApp</li> <li>● Conventional phone using SMS, IVR</li> </ul> OR <ul style="list-style-type: none"> <li>● Conventional phone with assessment-specific learning materials</li> </ul>	Conventional phone	Conventional phone
<b>Caregivers’ involvement</b>	<ul style="list-style-type: none"> <li>● Light involvement – presents materials on phone or in hard copy</li> </ul>	Heavy involvement	Caregiver-reported

<b>High Access</b> Direct child assessment 	<ul style="list-style-type: none"> <li>● <b>If:</b> Children can access smart phone/WhatsApp OR audio phone with hard copy material</li> <li>● <b>Then:</b> Administer assessment via phone and WhatsApp with stimuli sent via phone OR via phone on audio with hard copy stimuli in front of the child</li> <li>● <b>1:</b> Smart phone + WhatsApp (stimuli sent via the app)</li> <li>● <b>2:</b> Audio phone + hard copy material</li> </ul>
<b>Low Access</b> Direct child assessment 	<ul style="list-style-type: none"> <li>● <b>If:</b> Children can access audio phone BUT cannot access specific stimuli for the assessment AND do not have a smart phone</li> <li>● <b>Then:</b> Administer via phone and use existing learning materials at home for assessment</li> </ul>
<b>Caregiver</b> Caregiver report only 	<ul style="list-style-type: none"> <li>● <b>If:</b> Caregivers have phones AND we cannot speak to their child</li> <li>● <b>Then:</b> Ask caregivers to report on their child’s learning skills</li> </ul>

## Subtasks

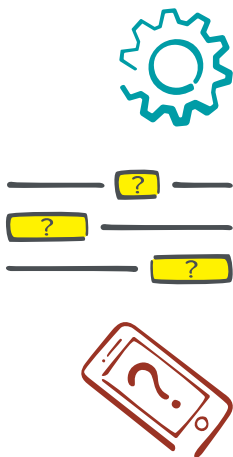
The following tables outline the subtasks for the Remote Assessment for Learning as well as the number of questions for each subtask and a description of the subtask.

Literacy			
Subtask	Item description	Number of questions	Question reference
Oral language module			
Expressive vocabulary	Name common foods/animals/household items	3 (up to 20 responses recorded)	EV1–EV3
Listening comprehension	Number of correctly answered questions following a short story	8	LC1–LC8
Reading module			
Letter sound identification	Number of correctly identified letter sounds	20	L1–L20
Common word identification	Number of single words read correctly	10	W1–W10
Oral passage reading	<ol style="list-style-type: none"> <li>1 Fluency: Number of words in a short story read correctly in a minute</li> <li>2 Accuracy: Percentage of words in a short story read correctly</li> <li>3 Comprehension: Percentage of questions related to reading passage answered correctly</li> </ol>	~100 words 7 comprehension questions	RE1–RE2, R1–R100, RC1–RC7
Numeracy			
Subtask	Item description	Number of items	Question reference
Number identification	Number of correctly identified two- to four-digit numbers	12	N1–N12
Addition	Ability to correctly add one- to three-digit numbers	10	ADD1–ADD10
Subtraction	Ability to correctly subtract two- to four-digit numbers	10	SUB1–SUB10
Word problems	Ability to correctly answer numerical word problems	5	W1–W5

Social and emotional learning			
Subtask	Item description	Number of items	Question reference
Self-concept/Hope	Assess whether children are goal directed and whether their goal-related thoughts can be understood according to two components: agency and pathways	11	HOPE1-HOPE11
Use of social supports	Assess the perceived social support of children and adolescents	21	SOC1-SOC21
Anger management/ Emotion regulation	Assess the extent to which children use different anger regulation strategies	12	AR1-AR12
Empathy	Assess whether a child can correctly identify and match the emotions of other children, and the extent to which they can identify strategies to help a child feel better	22	E1-E22

## General administration instructions

Familiarize yourself with the color-coding of this document:



■ **Teal** is for administration guidance

■ **Yellow** indicates information you need to customize for your administration context and the child with whom you’re working

■ **Red** indicates the high access assessment modality

You will see two forms of type in this document:

- **Instructions in bold indicate things the assessor must say out loud.**  
Please **read this script aloud completely and exactly as it appears**.  
This is important to ensure so that data will be collected in a standardized manner across all children.
- *Instructions in italics indicate instructions for the assessor.*  
**Do not read italicized instructions to the child.**



## Caregiver involvement

In all three modalities, the remote assessment assumes that the caregiver will be able to help their child with certain tasks. Caregiver engagement during the assessment may vary by child age, and is noted in the guidance when relevant. For the high access modality specifically, caregivers will need to present assessment materials and help with the following questions using the associated skills:

## Literacy

Caregivers will need to present assessment materials and help with the following questions using the associated skills:

- Letter Identification (L1–L20): Caregivers are asked to show children the Letter Identification card in hard copy or in WhatsApp/SMS message.
- Common Word Identification (W1–W10): Caregivers are asked to show children the Common Word card in hard copy or in WhatsApp/SMS message.
- Oral Passage Reading (RC1–RC7): Caregivers are asked to show children the Oral Reading passage card in hard copy or in WhatsApp/SMS message.

## Numeracy

Caregivers will need to be able to count 3, 8 and 15 items correctly, present assessment materials and help with the following questions using the associated skills:

- Number Identification (N1–N12): Caregivers are asked to show the number identification card to their child using the hard copy or WhatsApp/SMS message.
- Addition (ADD1–ADD10): Caregivers are asked to show the addition problem card to their child using the hard copy or in WhatsApp/SMS message.
- Subtraction (SUB1–SUB10): Caregivers are asked to show the subtraction problem card to their child using the hard copy or in WhatsApp/SMS message.

## Social and emotional learning

Caregivers will need to present assessment materials to the following questions and associated skills:

- Empathy (E1–E22): Caregivers will need to help their child find the images of the crying child, angry child, and worried child using the hard copy or WhatsApp/SMS message

## Before the assessment

Make sure your **materials are prepared in advance** in the order in which you will need them.

Make sure that your **materials are easily accessible** so that you are ready to focus on the child once you start 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 do your best to select a location where the child will not be distracted by too many other things and people.

Before beginning the assessment, it is important to establish a **relaxed and playful rapport** with the child. Ask him/her a few questions about subjects of interest and introduce yourself.

As much as possible, help the child see the **assessment as a game** rather than a serious test.

## During 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.

After asking each question be patient for the child’s response and do not rush into further explanations. Children need time to concentrate and think before responding. Use the **“5 second rule”**: after asking a question, wait 5 seconds for the child to respond before repeating the question to the child.

Where available, **use prompts to rephrase questions or ask for clarification**. Sometimes, children have difficulty understanding the question or you need clarification of the answer they have given. Throughout the survey, you will find prompts. Only use these prompts if the child looks like he/she does not understand the question or if you need to clarify the answer the child gave you.

**Do not give hints** to questions or make facial expressions while the child is completing tasks. Children are very quick to notice your body language or facial expressions, so be sure not to show on your face or through your body what you think about the child’s 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**. There is no time limit to complete the assessment, although some questions are timed to help move through the items at a regular pace.

## Scoring

It is very important to ask all of the questions in the tables and to **score each question as you administer** the survey. If you are using the tablet-based version of the survey, this will happen automatically. If you are using the paper-based version, you need to remember to score each 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.

You will see some places where you have the option of marking “No response”. **“No response” or “999” is only to be used when a child literally refuses to respond** to a question. He/she may say “I don’t want to play this game.” In rare instances the child may turn around or look away, thus showing you he/she is not comfortable responding to the question. In these instances, mark “No response” and move to the next question. The option **“No response” is used very rarely**.

For all scoring items, **enter numeric value only** (e.g.: enter “3” instead of “three” or “3 friends”).

There are several **questions and sections that you will need to skip based on a response that the child gives you**. The last column (to the right) in the survey gives you specific instructions on which questions to skip.

In order to retain the integrity of this tool, do not remove or add items. If you have specific questions about adding or removing items, please contact

[learningassessment@savechildren.org](mailto:learningassessment@savechildren.org)



Caregiver consent

We start the interaction with the caregiver by gaining consent for the assessment. Read the script below to the caregiver as it appears. If the caregiver asks any questions, answer them to the best of your knowledge or consult with a supervisor.

Instructions

Hello Mr/Mrs \_\_\_\_\_, are you the parent/caregiver of name of the child?

My name is \_\_\_\_\_, and I work for Save the Children. The School \_\_\_\_\_ provided us with the contact information to make this call. The purpose of this call is to explain to you that Save the Children is implementing a project called project name where we are project assessment goal.

Save the Children is a non-governmental organization focused on the promotion and defense of children’s rights, including the right to education.

I have some questions about your child’s reading, math, social/emotional skills. The questions will not take too long.

By participating, you will be helping us to learn more about how children learn. We hope this information will be used to help all the children of name of country to learn better. The information that you give us will remain just between you and the researchers. We will not tell anyone what you tell us. If you do not want your child to be part of this study, you may say so at any time. If you choose not to take part, nothing bad will happen to you or your child.

If you have any questions about the study or any problems related to the study you can contact name of person and role: phone number and email.

#	Question	Yes	No
A1	I would like to know if you agree to have your child _____ participate in the project.	1	0

If the caregiver does not agree, thank them for their time and ask: Can we call you another time to talk about this? If they say no again, mark “do not call” on the phone number list. If they say yes, mark “call back later” on the phone number list.

## Inclusive data collection

To ensure that this data collection is inclusive for children with disabilities or specific functional challenges, it is important to offer individual accommodations as needed. Before beginning to ask specific questions, please say the following:

**This assessment will involve you and your child speaking to us on the phone, and looking at writing that is available in or near your house. Do either you or your child need any accommodations in order to communicate (hear and speak) on the phone, or see writing in your house?**

- If the caregiver is not able to hear or speak on the phone, then ask if anyone else in the household could help administer the assessment with the child.
- If the child is not able to hear or speak on the phone, ask if the caregiver is able to help interpret the questions or answers using their preferred communication method with the child (likely sign language)
- If the child is not able to see writing that is available in their house, proceed only with the questions that can be assessed through speaking/listening, and mark the written questions as N/A

Key accommodations to consider include:

- **Additional wait time:** If the child has difficulty concentrating or remembering, wait at least 10 seconds before repeating a question.
- **Step-by-step instructions:** If the child has difficulty concentrating or remembering, divide up longer instructions to pause between each step and ensure they are following before continuing.
- **Using the child's name:** If the child has difficulty focusing, add their name to the beginning of a sentence when you are speaking to them (for example: "Okay Sarah, I want you to look at each number...").
- **Additional breaks:** If the child seems to be becoming frustrated or demotivated, recommend taking a break, and ensure that the child has access to multiple breaks throughout the session.
- **Interpretation through parent/caregiver:** If the child is not able to hear or speak on the phone, ask if the parent/caregiver is able to help interpret the questions or answers using their preferred communication method with the child.
- **Administration of oral portion of the assessment only:** If the child is not able to see writing that is available in their house, proceed only with the questions that can be assessed through speaking/listening, and mark the written questions as N/A.



# Administration

Remember, when speaking with people with disabilities, treat them with the same respect and empathy you would offer other individuals their age, and do not demonstrate pity or assume what the person can or cannot do.

Disability is a highly stigmatized concept, and the team must be careful not to perpetuate any stereotypes or expose (directly or indirectly) information about a child's disability status or functioning challenges. Our responsibility is to first do no harm, and children should never be put at risk of ridicule or stigma due to Save the Children data collection.



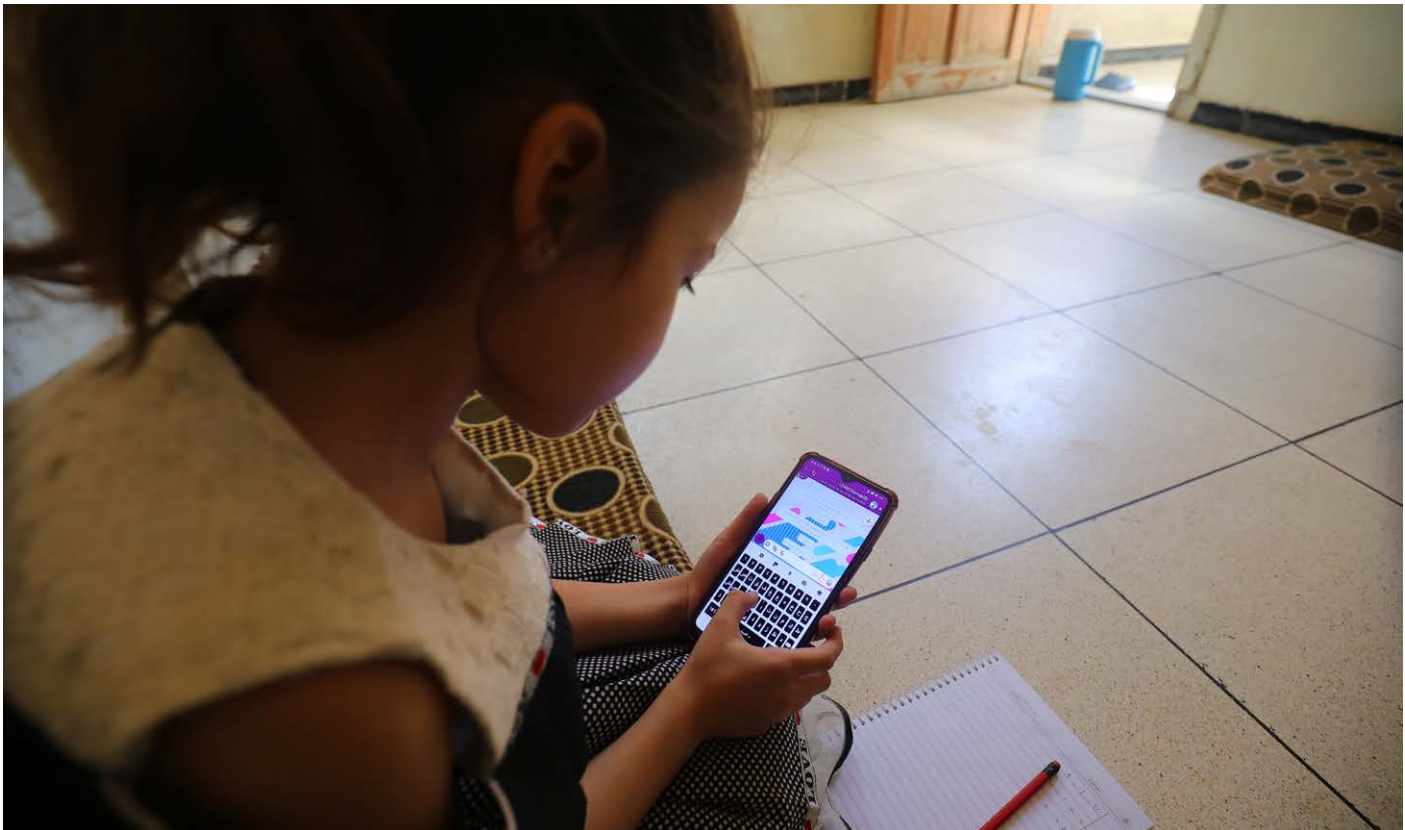
## General background

#	Item	Response
B1	<b>What is your child's name?</b>	
B2	<b>What is your name?</b>	
B3	<b>What is your sex?</b>	<input type="checkbox"/> Male <input type="checkbox"/> Female
B4	<b>What is your relationship with the child?</b>	<input type="checkbox"/> Mother <input type="checkbox"/> Father <input type="checkbox"/> Sibling <input type="checkbox"/> Grandmother <input type="checkbox"/> Grandfather <input type="checkbox"/> Non-relative caregiver <input type="checkbox"/> Other
B5	<b>What is your child's sex?</b>	<input type="checkbox"/> Male <input type="checkbox"/> Female
B6	<b>What is your child's birthday?</b> <i>If the caregiver does not know, ask them to estimate to the closest month and year.</i>	Day: Month: Year:
B7	<b>Has your child attended school or ECD before?</b>	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> I don't know/no response
B8	<b>How many years has your child attended school?</b>	
B9	<b>Has your child ever repeated a grade?</b>	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> I don't know/no response
B10	<b>What was the last grade your child attended/is attending?</b>	
B11	<b>What language(s) do you speak at home?</b>	<input type="checkbox"/> Language 1 <input type="checkbox"/> Language 2 <input type="checkbox"/> Language 3 <input type="checkbox"/> Language 4
B12	<b>How many adults are in your household/live with you?</b>	

B13	How many children are in your household/live with you?	
B14	Does your house have:	<div><input type="checkbox"/> Electricity</div> <div><input type="checkbox"/> Water</div> <div><input type="checkbox"/> Mobile phone</div> <div><input type="checkbox"/> TV</div> <div><input type="checkbox"/> Refrigerator</div> <div><input type="checkbox"/> Radio</div> <div><input type="checkbox"/> Motorcycle</div> <div><input type="checkbox"/> Computer</div> <div><input type="checkbox"/> Car</div> <div><input type="checkbox"/> I don't know/no response</div>

Adaptation guidance

B14 should include 9 household items, the first three should be the most common items which most households would have in this context, the second three would be less common, and the final three would be the least common, and most expensive household items.



## Home learning environment

#	Item	Response	Skip logic
B15	Do you have books/magazines or any reading materials in the home?	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Don't know/ no response	If no, skip to B16
B15a	If so, what types of reading materials do you have in the home?	<input type="checkbox"/> Textbooks <input type="checkbox"/> Magazines <input type="checkbox"/> Newspapers <input type="checkbox"/> Religious texts <input type="checkbox"/> Coloring books <input type="checkbox"/> Comics	
B16	In the past week, have you seen someone reading at home?	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> I don't know/no response	
B17	In the past week, did you or any other family member older than 15 years engage in these activities with <b>insert child's name</b> ?	<input type="checkbox"/> Read books or look at picture books with your child? <input type="checkbox"/> Tell stories to your child? <input type="checkbox"/> Sing songs to or with your child, including lullabies? <input type="checkbox"/> Take your child outside the home? For example, to the market, to visit relatives. <input type="checkbox"/> Play any simple games with your child? <input type="checkbox"/> Name objects or draw things to or with your child? <input type="checkbox"/> Show or teach your child something new, like teach a new word, or teach how to do something? <input type="checkbox"/> Teach your child the alphabet or encourage your child to learn letters <input type="checkbox"/> Play a counting game or teach numbers to your child?	

# Administration

		<input type="checkbox"/> Hug or show affection to your child? <input type="checkbox"/> Spank your child for misbehaving? <input type="checkbox"/> Hit your child for misbehaving? <input type="checkbox"/> Criticize or yell at your child?
B18	<b>In the past week, have you seen your child read at home on their own?</b>	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> I don't know/no response
B19	<b>I am interested in learning about the things that your child plays with when s/he is at home.</b> <b>Does s/he play with:</b>	<input type="checkbox"/> Homemade toys, such as stuffed dolls, cars, or other toys made at home? <input type="checkbox"/> Toys from a shop or manufactured toys? <input type="checkbox"/> Household objects, such as bowls, cups or pots? <input type="checkbox"/> Objects found outside, such as sticks, stones, or leaves? <input type="checkbox"/> Drawing or writing materials? <input type="checkbox"/> Puzzles (even a two piece puzzle counts)? <input type="checkbox"/> Any two or three piece toys that require hand-eye coordination? <input type="checkbox"/> Toys that teach about colors, sizes, or shapes? <input type="checkbox"/> Toys or games that help teach about numbers/counting? <input type="checkbox"/> Others?
B20	<b>Does your child have difficulty seeing, even if wearing glasses? Would you say...</b> <i>Read response categories</i>  If the caregiver responds with "a lot of difficulty" or "cannot do at all," proceed only with the questions that can be assessed through speaking/listening, and mark the written questions as N/A.	<input type="checkbox"/> No difficulty <input type="checkbox"/> Some difficulty <input type="checkbox"/> A lot of difficulty <input type="checkbox"/> Cannot do at all <input type="checkbox"/> I don't know/no response



B21	<p><b>Does your child have difficulty hearing, even if using a hearing aid(s)? Would you say...</b>  <i>Read response categories</i></p> <p>If the caregiver responds with “a lot of difficulty” or “cannot do at all,” ask: <b>Are you able to help interpret the questions or answers using their preferred communication method with the child?</b></p>	<input type="checkbox"/> No difficulty <input type="checkbox"/> Some difficulty <input type="checkbox"/> A lot of difficulty <input type="checkbox"/> Cannot do at all <input type="checkbox"/> I don’t know/no response
B22	<p><b>Does your child have difficulty walking or climbing steps? Would you say...</b>  <i>Read response categories</i></p>	<input type="checkbox"/> No difficulty <input type="checkbox"/> Some difficulty <input type="checkbox"/> A lot of difficulty <input type="checkbox"/> Cannot do at all <input type="checkbox"/> I don’t know/no response
B23	<p><b>Does your child have difficulty remembering or concentrating? Would you say...</b>  <i>Read response categories</i></p> <p>If the caregiver responds with “a lot of difficulty” or “cannot do at all,” extend all stop rules by 5 seconds.</p>	<input type="checkbox"/> No difficulty <input type="checkbox"/> Some difficulty <input type="checkbox"/> A lot of difficulty <input type="checkbox"/> Cannot do at all <input type="checkbox"/> I don’t know/no response
B24	<p><b>Does your child have difficulty with self-care, such as washing all over or dressing? Would you say...</b>  <i>Read response categories</i></p>	<input type="checkbox"/> No difficulty <input type="checkbox"/> Some difficulty <input type="checkbox"/> A lot of difficulty <input type="checkbox"/> Cannot do at all <input type="checkbox"/> I don’t know/no response
B25	<p><b>Does your child have difficulty communicating, for example understanding or being understood? Would you say...</b>  <i>Read response categories</i></p> <p>If the caregiver responds with “a lot of difficulty” or “cannot do at all,” ask: <b>Are you able to help interpret the questions or answers using their preferred communication method with the child?</b></p>	<input type="checkbox"/> No difficulty <input type="checkbox"/> Some difficulty <input type="checkbox"/> A lot of difficulty <input type="checkbox"/> Cannot do at all <input type="checkbox"/> I don’t know/no response

## Adaptation guidance

B15a, B17, and B19 should be reviewed and edited based on available toys, text, and reading materials in context.

Introduction to learning assessment text

Now we will ask your child questions about literacy, numeracy, and social and emotional learning, to better understand children’s lives and experiences.

Please share the phone with your child, either using speaker phone or handing the phone to the child and sitting nearby to help them if they have questions. There are no right and wrong answers and there will be no penalty to your child if they do not respond to a question. These questions will take about 20 minutes to discuss with your child.

Caregiver instructions

Before beginning the assessment, ensure that the caregiver has received the materials needed and that the materials are available to the child.

If using Smart phone/SMS/IVR

Before we begin the assessment with your child, we sent you the assessment materials via [SMS/IVR/WhatsApp]. Can you please confirm to me when you receive them?

<u>Literacy materials list</u> Letter sound card Common words card Reading passage	<u>Numeracy materials list</u> Number cards Additional problems sheet	<u>SEL materials list</u> Three photos of children’s faces
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Thank you for confirming.  
Now you can put your child on the phone and we are ready to begin the assessment.  
Please make sure to stay close by in case your child needs any help during the assessment.

If using hard copy materials

Before we begin the assessment with your child, I will need you to gather some materials. Please make a list or try to remember these.

**You will need:** The hard copy assessment stimuli packet delivered to you by Save the Children

**Please look for the assessment packet and let me know when you have it.**

Thank you for confirming.  
Now you can put your child on the phone and we are ready to begin the assessment.  
Please make sure to stay close by in case your child needs any help during the assessment.

Child assent

Read the script below to the child as it appears. If the child asks any questions, answer them to the best of your knowledge or consult with a supervisor.

Instructions

Before we start, I want to tell you my name. I'm [redacted]. Let me tell you why I am here today. I work with [redacted] and we are trying to understand how children learn. You will be given some tests to see if you know [redacted].

The tests will take about 30 minutes. The program we're using has been used around the world and has helped many children learn better. I would like to ask you some questions and take part in some games. You will not receive any grades and you don't need to worry if you don't know many things on the tests. We just want to see what you know. If you don't want to participate, you do not have to.

There is nothing bad that can happen to you. By helping us, you will be helping us to learn more about how children learn. We hope this information will be used to help all the children of [redacted] to learn better. The information that you give us will remain just between you and the researchers. We will not tell anyone what you tell us.

If you have any questions about the study or any problems related to the study you can contact the people whose information we have provided to your parent/caregiver. If you do not want to be part of this study, you may say so at any time. If you choose not to take part, nothing bad will happen to you.

#	Question	Yes	No
A1	Will you do these activities with me?	1	0

If child does not assent, STOP the assessment. Do not try to re-administer the survey to any child who has refused once.

Ask the child the following questions to build rapport and get the child comfortable answering questions. These questions will not be scored.

Please tell me your name?
How old are you?
Where do you live?
What do you like to do for fun?

## 1 Literacy

What you will need

- Letter sound card
- Common words card
- Reading passage

### Expressive vocabulary

Instructions

**Imagine we are going to the market and tell me the names of foods that you know. Name as many types of food 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, tell me the names of animals that you know.**

**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?**

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

**Now, tell me the names of items that you might find in your house.**

**Name as many items 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?**

# High access assessment

#	Question	Number items listed	Refused / skipped / don't know
EV1	Record the number of foods the child lists until the child has listed 10 items. If the child cannot name any items, skip to the next subtask.		999
EV2	Record the number of animals the child lists until the child has listed 10 animals.		999
EV3	Record the number of household items the child lists until the child has listed 10 items.		999

## Listening comprehension

### Instructions

**Now, I would like you to listen to a story for me. When I say 'begin,' I will read a story. I ask that you please listen carefully and I will ask you some questions after the story. Do you understand what I want you to do?**

**I will now begin.**

*Read the story.*

### The Mouse and the Cat

**Once upon a time there was a fat cat. He always wore a red hat. One day when he was sleeping, a small mouse came silently and stole the hat. The cat woke up to find his hat gone. He 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." After the cat got his hat back he said, "Please don't touch my hat again" and he went back to sleep in a happy mood. The mouse vowed that he would never touch the cat's hat again.**

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

*Read each question once. If after five seconds the child has not responded, you can repeat the question. If the child still does not respond, move to the next question.*



# High access assessment

#	Question	Correct	Incorrect	Refused / skipped / don't know
LC1	<b>What color was the cat's hat?</b> <i>(red)</i>	1	0	999
LC2	<b>Who stole the cat's hat?</b> <i>(the mouse)</i>	1	0	999
LC3	<b>Why did the cat chase the mouse?</b> <i>(because the mouse took/stole its hat)</i>	1	0	999
LC4	<b>Where did the mouse get trapped?</b> <i>(under the table)</i>	1	0	999
LC5	<b>Why did the cat decide not to eat the mouse?</b> <i>(because the mouse gave back the hat)</i>	1	0	999
LC6	<b>Why do you think the mouse believed that returning the hat would save its life?</b> <i>(because the cat was upset about his hat being stolen)</i>	1	0	999
LC7	<b>Why did the mouse vow to never touch the cat's hat again?</b> <i>(so that he wouldn't be chased by the cat/wouldn't get eaten/wouldn't get trapped)</i>	1	0	999
LC8	<b>How might the mouse's actions and plea for mercy affect the cat's future behavior towards mice?</b> <i>(they might be more respectful of each other)</i>	1	0	999

## Adaptation guidance

The story can be modified in the following ways:

- 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.

## Letter sound identification

Materials	Letter sound card (text message OR hard copy at child’s home)
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### Instructions

**Do you have the letter sound card in front of you?**

*If the child responds “no,” then say:*

**Can you ask caregiver’s name to help you find it?**

**Let’s look at the letters on the letter card. Can you tell me what each of the letters sound like moving from left to right (or right to left)?**

*If the child is struggling and hesitates at any letter for five seconds, ask follow-up question:*

**Can you tell me what any other letters sound like?**

*A letter is considered correct if they can indicate the sound the letter makes or a word that starts with the letter. If the child still hesitates for five seconds, then stop and thank him/her for trying his/her best. Consider any letters that the child did not identify or did not attempt as incorrect. Then, continue to the next section.*

# High access assessment

#	Question	Correct	Incorrect	Refused / skipped / don't know
L1	Letter sound 1	1	0	999
L2	Letter sound 2	1	0	999
L3	Letter sound 3	1	0	999
L4	Letter sound 4	1	0	999
L5	Letter sound 5	1	0	999
L6	Letter sound 6	1	0	999
L7	Letter sound 7	1	0	999
L8	Letter sound 8	1	0	999
L9	Letter sound 9	1	0	999
L10	Letter sound 10	1	0	999
L11	Letter sound 11	1	0	999
L12	Letter sound 12	1	0	999
L13	Letter sound 13	1	0	999
L14	Letter sound 14	1	0	999
L15	Letter sound 15	1	0	999
L16	Letter sound 16	1	0	999
L17	Letter sound 17	1	0	999
L18	Letter sound 18	1	0	999
L19	Letter sound 19	1	0	999
L20	Letter sound 20	1	0	999

## Adaptation guidance

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.

# High access assessment

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:

- Write a list of all letters in the language.
- Reading from one page of text in a grade one language textbook, put a checkmark next to each letter each time you see it.
- When finished with the page, list/sort the letters in order of greatest number of appearances on the page.
- From this list, select the 10 most used letters, and the next 10 most used letters. Make sure the letters are appropriate for beginning readers. In alpha syllabic languages children will not be taught some graphemes until later in primary school and therefore these should not be included because they are not relevant for school entry.
- 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 (see example below).

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



# High access assessment

## Common word identification

Materials	Common words card (text message OR hard copy at child's home)
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### Instructions

**Do you have the common words card in front of you?**

*If the child responds “no,” then say:*

**Can you ask caregiver’s name to help you find it?**

**Let’s look at the words on the words card. Can you tell me what each of the words are moving from left to right (or right to left)?**

*If the child is struggling and hesitates at any word for five seconds, ask follow-up questions: Can you tell me any of the words?*

*If the child still hesitates for five seconds, then stop and thank him/her for trying his/her best. Mark any words that the child did not identify or did not attempt as incorrect.*

#	Question	Correct	Incorrect	Refused / skipped / don’t know
W1	Common word 1	1	0	999
W2	Common word 2	1	0	999
W3	Common word 3	1	0	999
W4	Common word 4	1	0	999
W5	Common word 5	1	0	999
W6	Common word 6	1	0	999
W7	Common word 7	1	0	999
W8	Common word 8	1	0	999
W9	Common word 9	1	0	999
W10	Common word 10	1	0	999



### Adaptation Guidance

For many languages a list of the frequency of words by grade level already exists. If a list doesn't exist yet, to determine the most used words, please carry out the following steps:

- Open a Grade 3 textbook to page 1. Write the first word of text on a notepad or computer file. Do not include the words of the textbook instructions.
- Write the second word, the third word and so on.
- When a word repeats, put a tally mark next to it as in Table 1 and continue through the entire textbook.
- Do not include words that are only one single letter, like “a” and “I.”
- Do include all other words, even the very simplest, for example the words “so” and “the” in English.
- When finished with the final page of the textbook, list/sort the words in order of greatest number of appearances in the textbook.
- From this list, select the 10 most used words.
- Set aside very similar words (dog/dogs and see/sees) in favor of the next most used word.

Word 1	Word 2	Word 3	Word 4	Word 5
Word 6	Word 7	Word 8	Word 9	Word 10

# High access assessment

## Oral passage reading

Materials	Reading passage card (text message OR hard copy at child’s home)
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### Instructions

**Do you have the reading passage card in front of you?**

*If the child responds “no,” then say:*

**Can you ask caregiver’s name to help you find it?**

**Let’s look at the story on the reading passage card. When I say ‘begin,’ start reading aloud from the first word on this page from left to right (or right to left). Try to read each word. If you come to a word you don’t know, I’ll tell it to you. Be sure to try to do your best.**

*If using paper and pencil: Say **Begin** and start your timer when the student starts to read the first word out loud. Follow along on the record sheet. Mark each incorrect word to mark it as incorrect until the student finishes reading the entire passage or cannot read further. Circle the word that the child is reading at 60 seconds. Stop the timer as soon as the child finishes reading the last word of the story. Put a box around the word on which the child concluded reading the passage*

*If using the literacy widget in Kobo Toolbox: 1) Say **Begin** and press Start; (2) as the child reads, select the words that the child reads \*incorrectly\* (words will be struck through); (3) at 60 seconds, select the word that the child is reading when the screen flashes yellow (word will be highlighted in blue); (4) press Finish at whatever point the child finishes reading the passage; (5) select the word on which the child concluded reading the passage (word will be highlighted in grey).*

#	Question	Correct	Incorrect	Refused / skipped / don’t know
R1-R100	Individual words of story (anywhere from 1-100 words)	1	0	999

# High access assessment

*Stop rule: If the child was unable to read through the whole story, stop and move to the next section. If the child read the full passage, say:*

**Now I have some questions about the story that you just read.**

#	Question	Correct	Incorrect	Refused / skipped / don't know
RC1	Comprehension question 1	1	0	999
RC2	Comprehension question 2	1	0	999
RC3	Comprehension question 3	1	0	999
RC4	Comprehension question 4	1	0	999
RC5	Comprehension question 5	1	0	999
RC6	Comprehension question 6	1	0	999
RC7	Comprehension question 7	1	0	999

## Adaptation guidance

Characteristics of a good reading passage:

- The passage has a clear beginning, where the character(s) are introduced.
- The passage has a clear middle portion, where the character(s) are presented with a problem or obstacle to overcome.
- The passage contains a clear conclusion, where the problem is solved or the obstacle is overcome.
- The sentence structure and word/sentence length are similar to the stories found in grade two-level curriculum textbooks.

Characteristics of a bad reading passage:

- The passage is a description of a holiday, event, or festival that children have general knowledge about, or another topic that students may be very familiar with from daily life. For example: common foods, seasons, animals, weather, etc.
- The passage contains extraneous details that have little/nothing to do with the character development or plot of the story.
- The passage is a story from folklore or a common children's book that children may already be familiar with.

# High access assessment

Creating comprehension questions:

- **Question 1** is a summary question asked as: “Can you tell me what happened in the story?” In the assessor’s copy, list the name of the main character, the location of the story, the conflict in the story and how it is resolved. Students earn a point if three of these four central points are cited during the retelling of the story.
- **Questions 2 through 4** require recall/lookup of details from the story. These should not replicate the items in the summary. Question 2 relates to the first line or two of the passage.
- **Question 5 and 6** are inference questions. An inference is an assumption made based on specific evidence in the text. Creating good inference questions requires careful consideration of facts and information in the drafted passages.  
**Example:** Daeng has two chickens which he loves a lot. Every day, Daeng wakes up early to feed the chickens before going to school. But one day, Daeng woke up late so did not feed the chickens. At school, Daeng felt worried about the chickens. At the end of the school day Daeng hurried home. Inferential questions: Why did Daeng feel worried about his chickens? Why did Daeng hurry home after school?
- **Question 7** is an evaluative or opinion question. This usually takes the form of “Do you think this? Why or why not?” or “Is Mister X a kind or mean man? Why or why not?” This question assesses whether the child can form text-based opinions of characters and their actions. There is not just one correct answer for an evaluative question. Rather, students earn a point for supporting their opinion with details from the story, regardless of what their opinion is.



2 Numeracy

What you will need

- Number cards (from packet)
- Additional problems sheet (from packet)

Number identification

Materials	Number cards with the following numbers in each of the cards (cards need to be organized in the order shown here from left to right) or SMS/WhatsApp messages with each card
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41	76	102	133	193	356
771	985	1177	2005	5348	8292

Instructions for physical cards

If the child is under 10 years old, or caregiver is helping the child

To the caregiver: **Please show the numbers in the cards one by one to your child. After he/she reads the number in each card, move to the next one.**

To the child: **It is very nice to meet you. I want you to look at each number caregiver name will show you and tell me what the number is. You can skip any numbers you don't know.**

If the child is 10 years old or older

To the child: **It is very nice to meet you. I want you to look at each number on the cards packet and tell me what the number is. Please start with the one on top and tell me when you are moving to the next number. You can skip any numbers you don't know.**

Instructions for text/WhatsApp messages

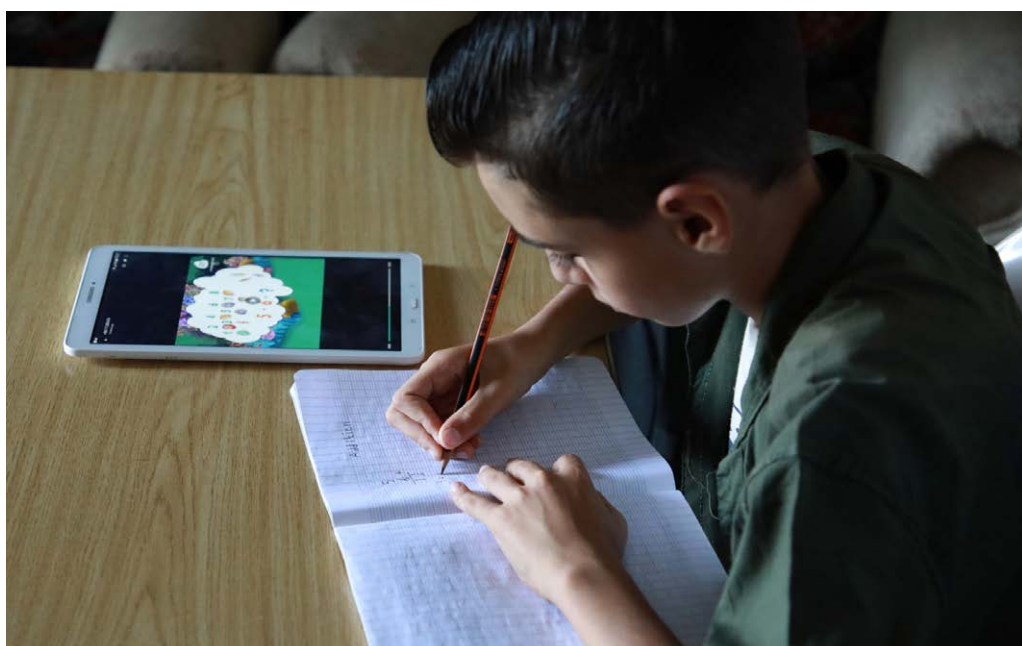
To the caregiver: **Please give your phone to the child and place it on speaker phone.**

To the child: **It is very nice to meet you. I want you to look at each number that will come on the screen and tell me what the number is. You can tell me if you want to skip any numbers you don't know and I will send you the next number.**

# High access assessment

*Stop rule: If the child cannot correctly identify any of the first five numbers, then stop and thank him / her for trying his / her best. Mark the numbers that the child did not attempt as incorrect. Then, continue on to the next section.*

#	Item	Correct	Incorrect	Refused / skipped / don't know
N1	41	1	0	999
N2	76	1	0	999
N3	102	1	0	999
N4	133	1	0	999
N5	193 See stop rule	1	0	999
N6	356	1	0	999
N7	771	1	0	999
N8	985	1	0	999
N9	1177	1	0	999
N10	2005	1	0	999
N11	5348	1	0	999
N12	8292	1	0	999





# High access assessment

## Addition

Materials	Addition problems sheet
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### Instructions

- To the caregiver: **Hand your child the addition problems sheet and point to the first problem at the top of the sheet.**
- To the caregiver: **We are going to do some addition problems. Start where caregiver name is pointing. Do as many as you can correctly, moving down the sheet. If you don't know an answer, move to the next problem. You can still use your fingers or the paper and pencil to help you answer the questions, but you don't have to. Are you ready? Please go ahead.**
- To the enumerator: **Mark all unadministered items as Not administered (998).**
- Stop rule: Allow students 60 seconds to complete this section.*
- After 60 seconds have passed...*
- To the caregiver: **Read aloud to me, in order, the answers to each of the problems your child has provided.**

### Scoring

#	Item	Correct	Incorrect	Not administered	Refused / skipped / don't know
ADD1	<b>12 + 4 =</b> (16)	1	0	998	999
ADD2	<b>6 + 23 =</b> (29)	1	0	998	999
ADD3	<b>147 + 22 =</b> (169)	1	0	998	999
ADD4	<b>13 + 423 =</b> (436)	1	0	998	999
ADD5	<b>323 + 18 =</b> (341)	1	0	998	999
ADD6	<b>16 + 427 =</b> (443)	1	0	998	999
ADD7	<b>108 + 242 =</b> (350)	1	0	998	999
ADD8	<b>312 + 143 =</b> (455)	1	0	998	999
ADD9	<b>678 + 349 =</b> (1027)	1	0	998	999
ADD10	<b>428 + 775 =</b> (1203)	1	0	998	999

# High access assessment

## Subtraction

Materials	Subtraction problems sheet
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### Instructions

- To the caregiver: **Hand your child the subtraction problems sheet and point to the first problem at the top of the sheet.**
- To the child: **We are going to do some subtraction problems. Start where caregiver name is pointing. Do as many as you can correctly, moving down the sheet. If you don't know an answer, move to the next problem. You can still use your fingers or the paper and pencil to help you answer the questions, but you don't have to. Are you ready? Please go ahead.**
- To the enumerator: **Mark all unadministered items as Not administered (998).**
- Stop rule: Allow students 60 seconds to complete this section.*
- After 60 seconds have passed...*
- To the caregiver: **Read aloud to me, in order, the answers to each of the problems your child has provided.**

### Scoring

#	Item	Correct	Incorrect	Not administered	Refused / skipped / don't know
SUB1	<b>28 – 11 =</b> (17)	1	0	998	999
SUB2	<b>47 – 18 =</b> (29)	1	0	998	999
SUB3	<b>193 – 24 =</b> (169)	1	0	998	999
SUB4	<b>450 – 437 =</b> (13)	1	0	998	999
SUB5	<b>360 – 37 =</b> (323)	1	0	998	999
SUB6	<b>459 – 443 =</b> (16)	1	0	998	999
SUB7	<b>520 – 170 =</b> (350)	1	0	998	999
SUB8	<b>600 – 145 =</b> (455)	1	0	998	999
SUB9	<b>980 – 302 =</b> (678)	1	0	998	999
SUB10	<b>1320 – 892 =</b> (428)	1	0	998	999

# High access assessment

## Word problems

### Instructions

To the child: **Now I am going to read a problem to you, and I want you to try to solve it for me. Listen very carefully. If you need, I will repeat the problem for you. If you want, you can use the scratch paper and pencil or the beans you used in the previous exercise to help you solve the problem.**

**Yousouf has 2 mangoes. Helen has 4 mangoes. How many mangoes do they have altogether?**

*If child says 6, say: That's good, they have 6 mangoes altogether.*

*If child does not respond or gives another answer say: 2 plus 4 is 6 – they have six mangoes altogether.*

*Now move through the following five problems:*

#	Item	Correct	Incorrect	Refused / skipped / don't know
W1	<b>Lester has 11 pieces of chalk. He gathers 8 more from the teachers in his school. How many pieces of chalk does he have altogether?</b> (Correct answer: 19)	1	0	999
W2	<b>Gita made 17 baskets. She sold 4 of them. How many baskets did she have left?</b> (Correct answer: 13)	1	0	999
W3	<b>There are three dogs in a room. If each dog has four legs, how many dog-legs are in the room?</b> (Correct answer: 12)	1	0	999
W4	<b>Sara has 24 apples. She wants to divide them equally among her 6 friends. How many apples will each friend get?</b> (Correct answer: 4)	1	0	999
W5	<b>Tom collects 15 marbles from his friends and finds 5 more at home. He wants to share all his marbles equally among his 4 cousins. How many marbles will each cousin get?</b> (Correct answer: 5)	1	0	999

3 Social and emotional learning

What you will need

- Child faces images

Self-concept (Hope)<sup>2</sup>

Instructions

The next few questions are about how children think about themselves and how they do things in general. For each question that I am going to ask you, please think about how you are in most situations. Then please give me the answer that describes you the best.

You can use the following answers:

- Never / none of the time
- Some of the time
- Most of the time
- All the time
- Don't know/no response [for enumerators only – not a spoken option]

<sup>2</sup>  
Adapted from Children's Hope Scale for direct assessment (Snyder et al., 1997)

#	Questions	Never/ none of the time	Some of the time	Most of the time	All the time	Don't know/ no response
HOPE1	Do you think you are doing pretty well?	1	2	3	4	999
HOPE2	Can you think of many ways to get things in life that are most important to you?	1	2	3	4	999
HOPE3	Do you think you are doing just as well as other kids your age?	1	2	3	4	999
HOPE4	Imagine you have a problem in your life. When you have a problem, can you come up with lots of ways to solve it?	1	2	3	4	999
HOPE5	Do you think the things you have done or that have happened in the past will help you in the future?	1	2	3	4	999
HOPE6	Even when others want to quit, do you know that you can find ways to solve the problem?	1	2	3	4	999

# High access assessment

Now I want you to think about something you hope will happen in your life in the future. Please use the same four answers that we have used before.

#	Questions	Never/ none of the time	Some of the time	Most of the time	All the time	Don't know/ no response
HOPE7	<b>Can you describe what you hope will happen in your life in the future in the next few weeks?</b> (Text response)					999
HOPE8	<b>Right now, do you feel that you are meeting your goal (insert goal from HOPE7) even when things are difficult?</b>	1	2	3	4	999
HOPE9	<b>At this time, can you think of different ways to reach this goal (insert goal from HOPE7)?</b>	1	2	3	4	999

I will now ask you two more questions about you and what you hope will happen in the future. Please use the same four answers that we have used before.

#	Questions	Never/ none of the time	Some of the time	Most of the time	All the time	Don't know/ no response
HOPE10	<b>At this time, do you think you are reaching the goals you set for yourself?</b>	1	2	3	4	999
HOPE11	<b>Right now, when you are in trouble, can you find different ways to get out of it?</b>	1	2	3	4	999

# High access assessment

## Adaptation guidance

- The word “hope” can mean different things in different languages and contexts. For this activity, we want to understand if the child can imagine a future for himself/herself and think of the things that will support him/her getting to this future or restrict him/her from getting to this future. If “hope” is a hard word to translate into the local language then please use a term that most closely reflects this idea. Some teams have used terms like “dream about” or “wish for” instead of “hope.” Do not use terms like “ambition” that reflect careers and professional choices. We want children to think about what they hope for in the future in any domain of their life, not just the professional domain.
- When we ask children about what they “hope for the future” most children interpret this as “what would you like to be in the future?” and give us responses like “doctor” or teacher.” This is okay. However, during the assessor training please make it clear to assessors that children can interpret this question more holistically. For example, in a refugee camp setting children have previously told us that they hope that they will not be living in a camp in the future.





# High access assessment

## Use of social supports<sup>3</sup>

### Instructions

I am going to ask you a few questions about the people in your life. They may be people you live with, like your parents, or people you spend time with, like classmates or teachers. It may be someone who you see every day or who you see only sometimes, but you like spending time with them, like a close friend.

The first few questions are about you and your teacher. If you do not have a teacher in school at the moment, then think of a person from whom you learn new things. This can be someone at home or in your community.

### Scoring

<sup>3</sup>  
Adapted from Child and Adolescent Social Support Scale (CASSS; Malecki and Kilpatrick Demaray, 2002)

E = emotional (e.g., support when feeling sad)
I = instrumental (e.g., working on something difficult)

#	Questions	Never	Sometimes	Most of the time	Always	Don't know/ no response
SOC1	Does your teacher listen if you are upset? (E)	1	2	3	4	999
SOC2	Do you feel that your teacher cares about you? (E)	1	2	3	4	999
SOC3	Does your teacher praise you when you've tried something new? (E)	1	2	3	4	999
SOC4	Does your teacher help you when you are working on something difficult? (I)	1	2	3	4	999
SOC5	Does your teacher help you solve your problems? (I)	1	2	3	4	999
SOC6	Does your teacher help you when you want to learn something new? (I)	1	2	3	4	999

# High access assessment

## Instructions

The next questions are about close friends. A close friend is someone you really enjoy spending time with and who makes you feel happy and safe. They are the person you can talk to about anything.

#	Questions	Never	Sometimes	Most of the time	Always	Don't know/ no response
SOC7	<b>Do you have a close friend at the moment?</b> <i>If yes, continue to SOC8 and insert the name of the close friend where needed. If not, continue to next set of instructions.</i>	1	2	3	4	999
SOC8	<b>Does your close friend spend time with you when you are sad? (E)</b>	1	2	3	4	999
SOC9	<b>Do you share your feelings with your close friend? (E)</b>	1	2	3	4	999
SOC10	<b>Does your close friend make you feel better when you are sad? (E)</b>	1	2	3	4	999
SOC11	<b>Does your close friend understand your feelings? (E)</b>	1	2	3	4	999
SOC12	<b>Does your close friend ask if you need help? (I)</b>	1	2	3	4	999
SOC13	<b>Does your close friend help you when you are working on something difficult? (I)</b>	1	2	3	4	999
SOC14	<b>Does your close friend share his or her things with you? (I)</b>	1	2	3	4	999
SOC15	<b>Does your close friend show you how to do new things? (I)</b>	1	2	3	4	999

## Instructions

For the last questions in this part, I want you to think about the adults at your home or in your community. This could be your parents or another special person in your community. Do you have someone in mind? Who?  
(Text response, not scored)

# High access assessment

#	Questions	Never	Sometimes	Most of the time	Always	Don't know/ no response
SOC16	Do you talk to this person when you are sad? (E)	1	2	3	4	999
SOC17	Do you ask this person for help when you have a problem with a friend? (I)	1	2	3	4	999
SOC18	Does this person tell you they are proud of you? (E)	1	2	3	4	999
SOC19	Does this person help you practice things? (I)	1	2	3	4	999
SOC20	Does this person help you when you are working on something difficult? (I)	1	2	3	4	999
SOC21	Does this person tell you how well you do on tasks? (E)	1	2	3	4	999

## Adaptation guidance

During the adaptation and translation, please choose a word that closely resembles the learning setting where the program is taking place and include that in the questions. For example, if the project is taking place in a Child Friendly Space (CFS) and the children have facilitators instead of teachers, please use “facilitator” or whatever the children call that person.

## Anger management/Emotion regulation

### Instructions

Now I want to ask you some questions about what you do when you get angry or upset.

You can use the following options to answer the questions:

- Hardly ever
- Sometimes
- Often

Think of a few times when you felt angry or frustrated during the past month. When you felt angry or frustrated over the past month, how often would you respond in these ways?

# High access assessment

## Scoring

<b>PA</b> = Pause anger
<b>AW</b> = Anger withdrawal
<b>EAC</b> = Express anger caregiver
<b>EAF</b> = Express anger friend

#	Questions	Hardly ever	Sometimes	Often	Don't know/ no response
AR1	<b>When you were angry, would you go off by yourself? (AW)</b>	1	2	3	999
AR2	<b>When you were angry, would you go to your parent/caregiver? (EAC)</b>	1	2	3	999
AR3	<b>When you were angry, would you share your feelings with a friend? (EAF)</b>	1	2	3	999
AR4	<b>When you were angry, would you be quiet and keep to yourself? (AW)</b>	1	2	3	999
AR5	<b>When you were angry, would you tell a friend about what made you feel angry? (EAF)</b>	1	2	3	999
AR6	<b>When you were angry, would you go hang out with a friend? (EAF)</b>	1	2	3	999
AR7	<b>When you were angry, would you tell your parent/caregiver about what made you feel angry? (EAC)</b>	1	2	3	999
AR8	<b>When you were angry, would you spend time alone? (AW)</b>	1	2	3	999
AR9	<b>When you were angry, would you take a few deep breaths before reacting? (PA)</b>	1	2	3	999
AR10	<b>When you were angry, would you share your feelings with your parent/caregiver? (EAC)</b>	1	2	3	999
AR11	<b>When you were angry, would you calm yourself down? (PA)</b>	1	2	3	999
AR12	<b>When you were angry, did you wait before acting on your anger? (PA)</b>	1	2	3	999

## Empathy<sup>4</sup>

### Materials

Picture cards of a sad child, an angry child, and a worried child, shared in hard copy or WhatsApp/SMS message

### Instructions

Please look at the picture of the girl. If you can't find the picture, ask caregiver's name to show you the picture of the girl.

Let's look at this picture.



### E1 How do you think this child is feeling right now?

If the child names an action (like: "crying") and not an emotion (like "sad"), then repeat the question.

### Scoring

<b>Score of 2</b> = child identifies the correct emotion (sad)
<b>Score of 1</b> = child identifies an incorrect emotion of the same valence (e.g., angry for sad)
<b>Score of 0</b> = child identifies an emotion of the incorrect valence (e.g., happy for sad)
<b>Score of 999</b> = Don't know/no response

Now I will tell you a story about this child and why she is crying. One day the facilitator / teacher told all the children in the center / classroom to make a line so that they can go out to play. All the children rushed to make a line. As they were making the line, another child bumped into this girl. She fell down and hurt her knee. This is why she is crying in this picture.

<sup>4</sup>  
Adapted from Denham  
(1986) and Hein, Grumm,  
& Fingerle (2018)

# High access assessment

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## E2 How do you feel now after you heard the story?

**Score of 2** = child mentions a specific match between emotions, that is, they say they feel sad

**Score of 1** = child mentions a general match with the affect of the child, for example, the child says they feel moved

**Score of 0** = child mentions an incorrect emotion of a different valence, for example, the child says they feel normal

**Score of 999** = Don't know/no response

## E3 How would you feel if you were in this girl's situation?

**Score of 2** = child states the correct emotion that matches the emotional state of the child in the story (feeling sad)

**Score of 1** = child states an incorrect emotion with the same valence as the correct emotion, for example, by saying they would feel bad

**Score of 0** = child states an incorrect emotion with a different valence, for example, by saying they would feel confused or puzzled

**Score of 999** = Don't know/no response

## E4 Why would you feel this way?

**Score of 2** = child provides a reason that was not already part of the study. It had to be derived from the content or the type of interaction.

**Score of 1** = the answer provided was a restatement of relevant information about the girl in the story or the answer was a simple explanation that was derived directly from the story. For example, "because someone bumped into her."

**Score of 0** = the child provides a response that does not answer the question OR the child received a score of 0 in response to question E3

**Score of 999** = Don't know/no response



# High access assessment

## E5 Why did the other child bump into this girl while making a line?

See adaptation guidance below for appropriate and inappropriate answers
<b>0</b> = inappropriate
<b>1</b> = appropriate
<b>Score of 999</b> = Don't know/no response

## E6 How do you think the other child felt after the girl started crying?

See adaptation guidance below for appropriate and inappropriate answers
<b>0</b> = inappropriate
<b>1</b> = appropriate
<b>Score of 999</b> = Don't know/no response

## E7 What would you do to help her feel better?

<b>Score of 2</b> = more elaboration on one of the categories A to E OR the child names two or more of the categories A to E A = concordantly expressing the same emotion to the girl (affect matching) B = verbal or physical reinforcement C = sharing D = helping E = express care and concern for the girl
<b>Score of 1</b> = child names a short idea that matches categories A to E
<b>Score of 0</b> = nothing or "I don't know"
<b>Score of 999</b> = Don't know/no response

## E8 Is there anything else you would do to help her feel better?

<b>Score of 2</b> = child names a potentially helpful intention and elaborated more on it
<b>Score of 1</b> = child names a potentially helpful intention
<b>Score of 0</b> = nothing or names one of the previous categories without adding something new
<b>Score of 999</b> = Don't know/no response

# High access assessment

#	Questions	Score = 2	Score = 1	Score = 0	Don't know/ no response
E1	<b>How do you think this child is feeling right now?</b> (If child names an action (like: "crying") and not an emotion (like "sad"), then repeat the question)	2	1	0	999
E2	<b>How do you feel now after you heard the story?</b>	2	1	0	999
E3	<b>How would you feel if you were in this girl's situation?</b>	2	1	0	999
E4	<b>Why would you feel this way?</b>	2	1	0	999

#	Questions	Appropriate	Inappropriate	Don't know/ no response
E5	<b>Why did the other child bump into this girl while making a line?</b>	1	0	999
E6	<b>How do you think the other child felt after the girl started crying?</b>	1	0	999

#	Questions	Score = 2	Score = 1	Score = 0	Don't know/ no response
E7	<b>What would you do to help her feel better?</b>	2	1	0	999
E8	<b>Is there anything else you would do to help her feel better?</b>	2	1	0	999

# High access assessment

Please look at the picture of the boy. If you can't find the picture, ask **caregiver's name** to show you the picture of the boy.



**E9** How do you think this child is feeling right now?  
(Show picture of angry boy.)

<b>Score of 2</b> = child identifies the correct emotion (angry/upset/mad)
<b>Score of 1</b> = child identifies an incorrect emotion of the same valence (e.g., sad for angry)
<b>Score of 0</b> = child identifies an emotion of the incorrect valence (e.g., happy for sad)
<b>Score of 999</b> = Don't know/no response

Now I will tell you a story about this boy and why he is angry. He has just finished a beautiful drawing for school. He worked on it for a long time and he is really proud of it. Another child came over to look at the drawing. This other child was holding a glass of water. The boy turned away for a minute and when he looked back, the other child had spilled water all over the drawing.

**E10** How do you feel now after you heard the story?

<b>Score of 2</b> = child mentions a specific match of between emotions, that is, the child says they feel angry/mad/upset
<b>Score of 1</b> = child mentions a general match with the affect of the child, for example, the child says they feel bad
<b>Score of 0</b> = child mentions an incorrect emotion of a different valence, for example, the child says they feel normal
<b>Score of 999</b> = Don't know/no response

# High access assessment

## E11 How would you feel if you were in this boy's situation?

**Score of 2** = child states the correct emotion that matches the emotional state of the child in the story (feeling angry/mad/upset)

**Score of 1** = child states an incorrect emotion with the same valence as the correct emotion, for example, by saying they would feel bad

**Score of 0** = child states an incorrect emotion with a different valence, for example, by saying they would feel confused or puzzled

**Score of 999** = Don't know/no response

## E12 Why would you feel this way?

**Score of 2** = child provides a reason that was not already part of the study. It had to be derived from the content or the type of interaction.

**Score of 1** = the answer provided was a restatement of relevant information about the girl in the story, or the answer was a simple explanation that was derived directly from the story. For example, "because someone had spilled water."

**Score of 0** = the child provides a response that does not answer the question OR the child received a score of 0 in response to question E11

**Score of 999** = Don't know/no response

## E13 Why did the other child spill water all over the drawing?

See adaptation guidance below for appropriate and inappropriate answers

**0** = inappropriate

**1** = appropriate

**Score of 999** = Don't know/no response

## E14 How do you think the other child felt when the boy got angry?

See adaptation guidance below for appropriate and inappropriate answers

**0** = inappropriate

**1** = appropriate

**Score of 999** = Don't know/no response

# High access assessment

## E15 What would you do to help him feel better?

<b>Score of 2</b> = more elaboration on one of the categories A to E or the child names two or more of the categories A to E A = concordantly expressing the same emotion to the boy (affect matching) B = verbal or physical reinforcement C = sharing D = helping E = express care and concern for the boy
<b>Score of 1</b> = child names a short idea that matches categories A to E
<b>Score of 0</b> = nothing or "I don't know"
<b>Score of 999</b> = Don't know/no response

## E16 Is there anything else you would do to help him feel better?

<b>Score of 2</b> = child named a potentially helpful intention and elaborated more on it
<b>Score of 1</b> = child named a potentially helpful intention
<b>Score of 0</b> = nothing or names one of the previous categories without adding something new
<b>Score of 999</b> = Don't know/no response

#	Questions	Score = 2	Score = 1	Score = 0	Don't know/ no response
E9	How do you think this child is feeling right now?	2	1	0	999
E10	How do you feel now after you heard the story?	2	1	0	999
E11	How would you feel if you were in this boy's situation?	2	1	0	999
E12	Why would you feel this way?	2	1	0	999

# High access assessment

#	Questions	Appropriate	Inappropriate	Don't know/ no response
E13	Why did the other child spill water all over the drawing?	1	0	999
E14	How do you think the other child felt when the boy got angry?	1	0	999

#	Questions	Score = 2	Score = 1	Score = 0	Don't know/ no response
E15	What would you do to help him feel better?	2	1	0	999
E16	Is there anything else you would do to help him feel better?	2	1	0	999



**E17** How do you think this child is feeling right now?  
(Show picture of worried child.)

<b>Score of 2</b> = child identified the correct emotion (worried, anxious)
<b>Score of 1</b> = child identified an incorrect emotion of the same valence (e.g., feeling down)
<b>Score of 0</b> = child identified an emotion of the incorrect valence (e.g., happy)
<b>Score of 999</b> = Don't know/no response



# High access assessment

Liam held his backpack tightly, looking around nervously at the dark clouds gathering overhead. He had never walked home alone in the rain before, and the sound of thunder made his heart race. The sky seemed to grow darker with every step, and he kept checking over his shoulder, feeling uneasy about the approaching storm. As raindrops began to fall, he started to run, his mind filled with thoughts of what could go wrong.

**E18 How do you feel now after you heard the story?**

<b>Score of 2</b> = child mentions a specific match of between emotions, that is, they say they feel worried/anxious
<b>Score of 1</b> = child mentions a general match with the affect of the child, for example, the child says they feel bad
<b>Score of 0</b> = child mentions an incorrect emotion of a different valence, for example, the child says they feel normal
<b>Score of 999</b> = Don't know/no response

**E19 How would you feel if you were in this Liam's situation?**

<b>Score of 2</b> = child states the correct emotion that matches the emotional state of the child in the story (feeling worried/anxious)
<b>Score of 1</b> = child states an incorrect emotion with the same valence as the correct emotion, for example, by saying they would feel bad
<b>Score of 0</b> = child states an incorrect emotion with a different valence, for example, by saying they would feel confused or puzzled
<b>Score of 999</b> = Don't know/no response

**E20 Why would you feel this way?**

<b>Score of 2</b> = child provides a reason that was not already part of the study. It had to be derived from the content or the type of interaction.
<b>Score of 1</b> = the answer provided was a restatement of relevant information about the girl in the story, or the answer was a simple explanation that was derived directly from the story.
<b>Score of 0</b> = the child provides a response that does not answer the question OR the child received a score of 0 in response to question E19
<b>Score of 999</b> = Don't know/no response

# High access assessment

## E21 What would you do to help the child feel better?

<b>Score of 2</b> = more elaboration on one of the categories A to E or the child names two or more of the categories A to E A = concordantly expressing the same emotion to the boy (affect matching) B = verbal or physical reinforcement C = sharing D = helping E = express care and concern for the boy
<b>Score of 1</b> = child names a short idea that matches categories A to E
<b>Score of 0</b> = nothing or "I don't know"
<b>Score of 999</b> = Don't know/no response

## E22 Is there anything else you would do to help the child feel better?

<b>Score of 2</b> = child names a potentially helpful intention and elaborated more on it
<b>Score of 1</b> = child names a potentially helpful intention
<b>Score of 0</b> = nothing or names one of the previous categories without adding something new
<b>Score of 999</b> = Don't know/No response

#	Questions	Score = 2	Score = 1	Score = 0	Don't know/ No response
E17	How do you think this child is feeling right now?	2	1	0	999
E18	How do you feel now after you heard the story?	2	1	0	999
E19	How would you feel if you were in Liam's situation?	2	1	0	999
E20	Why would you feel this way?	2	1	0	999
E21	What would you do to help the child feel better?	2	1	0	999
E22	Is there anything else you would do to help the child feel better?	2	1	0	999

# High access assessment

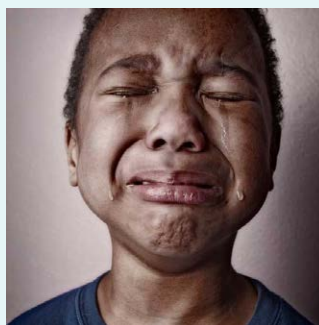
## Adaptation guidance

**E1-E8:** The picture can be substituted by another more appropriate and relatable picture, if needed. For example, a group in Pakistan hired an artist to adapt the picture of the girl crying. See final product below.



**E1-E8:** The picture can display a boy or a girl crying and there should be visible tears on the child's face. If you replace the picture with a boy, then the next picture should be of a girl, so you can easily refer to the pictures in the instructions to the child/caregiver.

**E1-E8:** 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. Below are some alternative images that you can use.



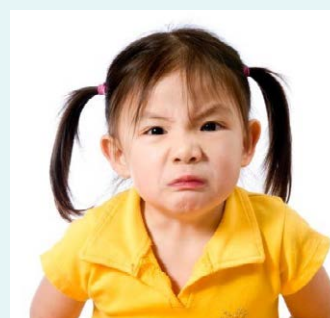
**E5-E6:** As you translate and adapt this task, develop a list of appropriate and inappropriate responses that you would expect from children in your context. During the assessor training, present this list to assessors and create a master list of appropriate and inappropriate responses that assessors can use to code child responses.

**E5-E6:** Below is an example of a list of appropriate and inappropriate responses. This list is only meant to be an example; you should develop response items that are appropriate for your context.

# High access assessment

Item	Appropriate/correct	Inappropriate/incorrect
<b>E5</b>	<u>Non-hostile response</u> It was a mistake Other child did not see her Other child was pushed by someone else Other child tripped	<u>Hostile response</u> Other child wanted to get ahead in line Other child did not like her Other child is a bully I don't know
<b>E6</b>	Bad Guilty Sorry	Happy Pleased Does not feel anything I don't know

**E9–E16:** The picture can be substituted by another more appropriate and relatable picture, if needed. The picture can include a boy or a girl displaying anger on their face. If you decide to replace the picture 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 arched eyebrows and flared nostrils. Below are some alternative images that you can use.



**E13–E14:** As you translate and adapt this task, develop a list of appropriate and inappropriate responses that you would expect from children in your context. During the assessor training, present this list to assessors and create a master list of appropriate and inappropriate responses that assessors can use to code child responses.

**E13–E14:** Below is an example of a list of appropriate and inappropriate responses that was developed in previous administrations of ISELA. This list is only meant to be an example; you should develop response items that are appropriate for your context.

# High access assessment

Item	Appropriate/correct	Inappropriate/incorrect
E9	<u>Non-hostile response</u> It was a mistake Other child was pushed by someone else Other child tripped	<u>Hostile response</u> Other child did not like drawing Other child was jealous of drawing Other child did not like him Other child is a bully I don't know
E10	Bad Guilty Sorry Scared	Happy Pleased Does not feel anything I don't know

E17-E22: The picture can be substituted by another more appropriate and relatable picture, if needed. The picture can include a boy or a girl displaying worry on their face. If you decide to replace the picture 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.

End of assessment **Thank you for your time!**

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