



Save the Children

IDELA RESULTS BASELINE

December 2020

PROJECT SUMMARY

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Authors	Rrita Limaj
Email	Rrita.Limaj@savethechildren.org
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LIST OF ACRONYMS

Acronym	Description
ECCD	Early Childhood Care and Development
IDELA	International Development and Early Learning Assessment

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EXECUTIVE SUMMARY

For a snapshot on the IDELA assessment results, see the dashboard below. Results are broken down in more detail in the following sections of the report. The baseline assessment was conducted in December 2020. Another follow-up assessment is planned for 2021. Throughout the report, data is also compared to previous IDELA assessments from 2018 and 2019.

89 IDELA assessments
in **total**

7 ECCD centers across
five Kosovo municipalities

BASELINE ASSESSMENT

34% Total **IDELA**
Score

40% Average Total **IDELA**
Score for 4 and 5 year olds

3.9 average age of
assessed children

45% of assessed children
were **girls**

AVERAGE SCORES BY DOMAIN

39% Motor

29% Literacy

46% Numeracy

44% Social - Emotional

41% Executive Functions

66% Approaches to Learning

TOP THREE **MASTERED** IDELA TASKS

66% of children mastered **size and length** comparison

45% of children mastered **print awareness**

44% of children mastered **self-awareness**

TOP THREE **STRUGGLING** IDELA TASKS

92% of children struggled with **letter identification**

90% of children struggled with **number identification**

74% of children struggled with **first letter identification**

BACKGROUND

The ‘*Extending Integrated Community Based Early Childhood Care and Development in Kosovo*’ project is implemented by Save the Children in Kosovo, with the support and oversight of Save the Children Italy and Save the Children Switzerland. The project, which spans two and a half years, is a direct continuation of previous efforts in establishing quality early childhood care and development centers in the past. The project’s overall objective is for girls and boys, aged 0 - 6 in Kosovo, to enjoy their right to physical, mental, moral and social development, enabling them to grow to their fullest potential. Alongside that, the project has the following specific objective and outputs:

Specific Objective: Girls and boys, aged 0 – 6, in eight municipalities access quality ECCD services that foster their holistic development.

Output 1: 1330 girls and boys, aged 0 - 6, especially the most vulnerable, attend and benefit from quality ECCD services provided by qualified professionals, in 11 ECCD centers and 8 pre-school institutions.

Output 2: 1330 girls and boys, aged 0 – 6, and 1000 mothers and fathers learn about good hygiene, sanitation and healthy nutrition practices in 11 ECCD centers and 8 pre-school institutions.

Output 3: National and local institutions incorporate legislative reform on ECCD services to ensure sustainability, as a result of advocacy efforts.

The project is implemented across eight Kosovo municipalities, which include Prishtina, Ferizaj, Gjilan, Gjakova, Peja, Mitrovica, Klina and Prizren. In total, the project will support eleven ECCD centers throughout its lifespan. These centers are located in rural areas and cater mostly to children from rural and vulnerable communities. Save the Children in Kosovo supports these centers with trained educators and community mobilizers, didactic materials, and appropriate child-friendly spaces, among other things. The ECCD centers are free of charge, and families in nearby communities are continuously encouraged to have their child attend. Study upon study confirms that children who come from disadvantaged backgrounds, such as children living in rural areas, benefit greatly from participating in early childhood programs (Save the Children Italy, 2019).

An external evaluation of the Ministry of Education, Science and Technology’s strategic plan found that the quality of early childhood education programs in Kosovo was low. One study found that for children in Kosovo, participating in early childhood education did not necessarily translate to better performance in schools (Muja, 2018). This confirms that Kosovo is in dire need of quality ECCD services, to foster children’s holistic development.

To assess the impact of these ECCD centers on children, the project administered the International Development and Early Learning Assessment (IDELA) tool in December 2020. This technical report discusses the results from that assessment.

METHODOLOGY

The project administered the IDELA tool to children in seven ECCD centers to assess their holistic development, per the project's strategic objective. The IDELA tool, developed by Save the Children, is a global, easy-to-use tool that measures children's early learning and development. The IDELA tool captures data across four domains: motor development, emergent literacy, emergent numeracy and social-emotional development. Data from these four domains informs the total IDELA score.

The tool itself consists of twenty-four tasks which are administered to children ages 3 to 6 to assess their development across the four above mentioned domains. The tasks include a combination of requesting children to write, recognize numbers, and fold papers, among other things. A full set of all tasks is available in **Table 1.1**. Prior to administering it, the tool and all supporting material were translated and adapted into Albanian. A full copy of the original IDELA tool in English is available in **Annex 1**.

Table 1.1 IDELA Domains and Tasks

Domain	Task	
Motor Development	Hopping Copying a Shape Drawing a Person Folding Paper	
Emergent Literacy	Print Awareness Oral Vocabulary Letter Identification Emergent Writing	First Letter Sounds Oral Comprehension
Emergent Numeracy	Comparison by Size and Length Sorting and Classification Number Identification Shape Identification	One-to-One Correspondence Addition and Subtraction Puzzle Completion
Social-Emotional Development	Friends Emotional Awareness / Regulation Empathy / Perspective Taking Sharing / Solving Conflict	Self-Awareness
Other items	Approaches to Learning Inhibitory Control Short-term Memory	

This round of assessments collected baseline data on five new ECCD centers that opened under this project in Gjonaj, Gllogjan, Nerodime, Poslishte and Zheger. Additionally, for comparative purposes, baseline data was also collected in two old centers (opened under previous projects) in Zajm and Zaskok. These two old centers were selected because they were in closer proximity to new centers.

The IDELA tool was administered by a set of three trained and certified research assistants, who administered the tool via physical data collection sheets. Because of the coronavirus pandemic, assessments were administered under heightened safety precautions and in line with government regulations. The assessments were carried out during the span of two weeks, from December 1st to December 15th. At the end of the administration process, every research assistant transferred the collected data to an electronic data collection sheet, through which the results were computed.

Because of the coronavirus pandemic and the uncertainty of early childhood education centers remaining open, Save the Children in Kosovo scaled back on its initial IDELA plans when reprogramming its activities. As a result, a convenience sample was used this time around. A total of 89 children were evaluated during the baseline assessment, including 40 girls and 49 boys. The average age of children for the baseline assessment was 3.9 years old.

For a breakdown on their age, gender and location, see **Table 1.2** below.

Table 1.2 IDELA Sample Demographic Compositions

Variable	Girls	Boys	Total
Gender			
Total	40	49	89
Age			
3 year olds	7	15	22
4 year olds	26	23	49
5 year olds	7	11	18
ECCD Center			
Gjonaj	7	8	15
Gllogjan	4	5	9
Nerodime	4	8	12
Poslishte	7	8	15
Zheger	5	6	11
Zajm (old)	5	10	15
Zaskok (old)	8	4	12
Total			
Total	40	49	89

Following the assessment, and after the research assistants transferred their collected data to the electronic data collection sheet, project staff completed a data cleaning process to correct for any missing or erroneous data. The data was analyzed using the electronic IDELA data collection sheet. The results from the assessments, which are presented in the following section, are grouped around three main categories, per the IDELA scoring guidelines below:

- Scores are categorized as **Struggling**, if the Total IDELA Scores fall under 25%;
- Scores are categorized as **Developing**, if the Total IDELA Scores fall between 25% and 75%;
- Scores are categorized as **Mastering**, if the Total IDELA Scores fall over 75%.

When relevant, and for comparative purposes, data from the old ECCD centers in Zajm and Zaskok is presented separately. A follow up to this study is planned in a year's time. Data collected at that reassessment will be compared to data collected in this baseline.

MAIN FINDINGS

Baseline Assessment

During the baseline assessment, 89 children were evaluated by the project's research assistants. One way to analyze IDELA results, is to look at the overall average Total IDELA Score and overall average domain scores for the entire pool of assessed children. This data is presented in **Table 2.1** below. Overall, the average Total IDELA Score for this group of children was 39%. Using the IDELA scale for reference, this places the baseline cohort under the *Developing* category. For comparison, when Save the Children in Kosovo administered IDELA in November 2018 in other municipalities, the average Total IDELA Score was 34% (n = 193), and when it administered IDELA in October 2019, the average Total IDELA score was 37% (n = 192) (Save the Children in Kosovo, 2019). This year's average Total IDELA score is slightly higher, albeit that might be due to the smaller sample size this time around.

Of the different domains, on average, children had the highest scores in approaches to learning (66%), emergent numeracy (46%) and social-emotional development (44%). All average scores were under the *Developing* category. Whilst these numbers are similar to data collected in 2018 and 2019, one thing that stands out is the abrupt increase in average scores for the *Numeracy* domain. For comparison, in 2018 and 2019, the average score in numeracy was 33%.

Table 2.1 IDELA Baseline Results (average IDELA scores)

Variable	Motor	Literacy	Numeracy	Social - Emotional	Total IDELA	Executive Functions	Learning
All children n = 89	39%	29%	46%	44%	39%	41%	66%

Another way to analyze IDELA data is through looking at what percentage of assessed children fall under each of the above described categories of *Struggling* (<25%), *Developing* (25% - 75%) and *Mastering* (>75%), for the different domains and tasks, as in **Table 2.2**. Of the entire cohort, 20% of assessed children had average IDELA scores which placed them in the *Struggling* category (<25%); while, on the opposite side of the spectrum, another 6% of assessed children had average IDELA scores which placed them in the *Mastering* category (>75%). Three fourths, or 74% of assessed children, had average IDELA scores which placed them in the *Developing* category (between 25% - 75%).

In comparison to data collected in previous years, both the proportion of children placed in the *Developing* category and *Mastering* category for the Total IDELA Score has increased. Data collected in 2018 (n = 193), placed 59% of assessed children in the *Developing* category and only 2% in the *Mastering* category. Data collected in 2019 (n = 192), placed 71% of children in the *Developing* category and 3% in the *Mastering* category.

Per domain, the largest proportion of children placed in the *Struggling* category were in the Literacy domain (57% of assessed children struggling), whilst the largest proportion of children placed in the *Mastering* category were in the Approaches to Learning domain (39% of assessed children mastering).

Table 2.2 IDELA Baseline Results (% of assessed children under each domain and category)

Variable (% correct)	Motor	Literacy	Numeracy	Social - Emotional	Total IDELA	Executive Functions	Learning
Struggling <25%	32%	57%	22%	23%	20%	25%	7%
Developing 25%-75%	58%	40%	62%	63%	74%	63%	54%
Mastering >75%	9%	2%	16%	15%	6%	12%	39%

In the past, Save the Children in Kosovo has also looked at IDELA data disaggregated by age group. That data is presented in **Table 2.3** below. As perhaps expected, average IDELA results go up with age. Three year olds had an average Total IDELA Score of 23% (n = 22), placing them in the *Struggling* category, while five year olds had an average Total IDELA Score of 60% (n = 18), placing them well into the *Developing* category. The project's main IDELA indicator, listed below, looks at the five to six year-olds' subgroup only. Information on this subgroup is more thoroughly explained in the subsequent subsection below.

Indicator 1.2: Proportion of girls and boys, aged 5-6 (pre-school), who score 75% or more on the overall IDELA (physical, cognitive, literacy, math, social-emotional).

Data collected in previous years, had three year olds with an average Total IDELA Score of 11% in 2018 (n = 35), and 19% in 2019 (n = 30). Five year olds had an average Total IDELA Score of 50% in 2018 (n = 61) and 47% in 2019 (n = 79).

Table 2.3 IDELA Baseline Results (average IDELA scores, by age group)

Variable	Motor	Literacy	Numeracy	Social - Emotional	Total IDELA	Executive Functions	Approaches to Learning
All children n = 89	39%	29%	46%	44%	39%	41%	66%
3 year olds n = 22	17%	13%	30%	33%	23%	20%	54%
4 year olds n = 49	37%	26%	49%	43%	39%	43%	63%
5 year olds n = 18	69%	53%	59%	59%	60%	60%	86%

When looking at the cohort's performance per IDELA task, the tasks with the largest percentage of children *mastering* the task were in comparison by size and length (Task 2), with 66% mastering the task; in print awareness (Task 16), with 45% mastering the task; and in self-awareness (Task 1), with 44% mastering the task.

On the flip side, the tasks with the largest percentage of children *struggling* with a task were in letter identification (Task 17), with 92% struggling with the task; in number identification (Task 5), with 90% struggling with the task; and in first letter identification (Task 18), with 74% struggling with the task. The performances per task are showcased in **Table 2.4** below.

Children struggling with letter and number identification is also something that came up in previous IDELA assessments in Kosovo. This, however, is in line with the Ministry of Education, Science and Technology's approach to avoid schoolification of early childhood education (Save the Children in Kosovo, 2019).

Table 2.4 IDELA Baseline Results (% of children under each category and task)

Task	Average Score	Struggling	% of children ... Developing	Mastering
1. Self-Awareness	77%	1%	55%	44%
2. Comparison By Size and Length	87%	2%	32%	66%
3. Sorting And Classification	55%	30%	30%	40%
4. Shape Identification	51%	35%	34%	32%
5. Number Identification	6.9%	90%	6%	4%
6. One-To-One Correspondence	46%	44%	18%	38%
7. Addition And Subtraction	32%	57%	18%	25%
8. Puzzle Completion	44%	38%	45%	17%
9. Friends	23%	62%	36%	2%
10. Emotional Awareness / Regulation	39%	29%	56%	15%
11. Empathy / Perspective Taking	52%	21%	49%	29%
12. Solving Conflict	29%	65%	11%	24%
13. Short Term Memory	44%	20%	70%	10%
14. Inhibitory Control	39%	46%	29%	25%
15. Expressive Vocabulary	22%	54%	46%	0%
16. Print Awareness	63%	16%	39%	45%
17. Letter Identification	4%	92%	7%	1%
18. First Letter Identification	18%	74%	15%	11%
19. Emergent Writing	28%	53%	35%	12%
20. Oral Comprehension	37%	57%	12%	30%
21. Copying A Shape	39%	44%	32%	25%
22. Drawing A Person	29%	52%	45%	3%
23. Folding Paper	40%	36%	53%	11%
24. Hopping	48%	34%	40%	26%

Old vs. New Centers: Does it Make a Difference?

Because this round of assessments combined children from newly established centers under this project, and two previously established centers under previous projects, Save the Children in Kosovo thought it might be of value to look at how the average Total IDELA scores compared between these two subgroups, as seen in **Table 3.1**.

On first glance, there seems to be a higher average Total IDELA Score for children assessed in previously established centers under previous projects, as those children scored 47%; compared to that, children assessed in the newly established centers scored 36%. This difference was observed across all IDELA domains.

Table 3.1 IDELA Baseline Results (average IDELA scores per ECCD center group)

Variable	Motor	Literacy	Numeracy	Social - Emotional	Total IDELA	Executive Functions	Learning
All children <i>n</i> = 89	39%	29%	46%	44%	39%	41%	66%
New Centers <i>n</i> = 62	33%	25%	44%	41%	36%	36%	63%
Old Centers <i>n</i> = 27	51%	38%	50%	50%	47%	53%	70%

To check whether the results were statistically significant in terms of the difference, and to account for the difference in sample size between the number of children in new centers versus the number of children in old centers, a Welch t-test was performed on Total IDELA Scores. The Welch's t-test revealed that there was a statistically significant difference in average scores between the two subgroups ($t = 2.25$; $p = 0.029$), however, the observed standardized effect size was *medium* (0.60). This comparative data is presented only in terms of average IDELA Scores and not disaggregated by categories, because of the small sample sizes.

Save the Children in Kosovo also looked at the comparison between old and new centers disaggregated by age group. Whilst the comparative statistics are not perfect due to differing sample sizes between the age group, there was, overall, a very similar performance between age groups in both new and old centers, as shown in **Table 3.2** below. A slight noticeable difference was present in the 5 – 6 year olds age group, though. For example, in new centers, the average IDELA scores for 3 year olds and 4 year olds were 23% and 39%, respectively; similarly, in the old centers, the average IDELA scores for 3 year olds and 4 year olds were 25% and 39%. As mentioned, the only slight noticeable difference was for 5 year olds: in the new centers, the average IDELA score for 5 year olds was 53%, and in the old centers, the average IDELA score for 5 year olds was 63%. This increase carried through the individual domains as well. This can partly be explained due to the fact that 5 year olds, in old centers, have attended and benefitted from the ECCD centers for a longer period of time (as opposed to the 5 year olds in the new centers, who just joined). Unfortunately, due to the change in sample size, no definitive assumptions can be made.

Table 3.2 IDELA Baseline Results (average IDELA scores per ECCD center group and age group)

Variable	Motor	Literacy	Numeracy	Social - Emotional	Total IDELA	Executive Functions	Learning
New Centers <i>n</i> = 62	33%	25%	44%	41%	36%	36%	63%
3 year olds <i>n</i> = 16	14%	14%	30%	33%	23%	19%	53%
4 year olds <i>n</i> = 41	36%	26%	49%	44%	39%	42%	64%
5 year olds <i>n</i> = 5	75%	44%	49%	46%	53%	43%	88%
Old Centers <i>n</i> = 27	51%	38%	50%	50%	47%	53%	70%
3 year olds <i>n</i> = 6	25%	11%	30%	33%	25%	25%	58%
4 year olds <i>n</i> = 8	45%	25%	46%	41%	39%	52%	55%
5 year olds <i>n</i> = 13	67%	57%	63%	64%	63%	67%	85%

Indicator 1.2: IDELA Scores for Four and Five Year Olds Only

For the project's IDELA indicator, together with Save the Children Italy and Save the Children Switzerland, the project agreed to look at only IDELA scores for children aged four and five, from the new ECCD centers. An initial indicator, looking at only five year olds (which would result in a baseline sample of five children) was revised to accommodate a larger sample and more accurate data. The new indicator is as follows:

Updated Indicator 1.2: Average score of girls and boys, aged 4 and 5, on the overall IDELA (physical, cognitive, literacy, math, social-emotional).

As a summary from the previous section, 4 and 5 year olds in new ECCD centers, had the following average IDELA scores, as shown in **Table 4.1**.

Table 4.1 IDELA Baseline Results (average IDELA scores for 4 and 5 year olds in new centers)

Variable	Motor	Literacy	Numeracy	Social - Emotional	Total IDELA	Executive Functions	Learning
4 & 5 year olds <i>n</i> =46	40%	28%	49%	44%	40%	42%	67%
4 year olds <i>n</i> = 41	36%	26%	49%	44%	39%	42%	64%
5 year olds <i>n</i> = 5	75%	44%	49%	46%	53%	43%	88%

The baseline value to **Indicator 1.2**, out of a sample of 46 children ages 4 and 5, is therefore a 40% average Total IDELA score. The revised target for this indicator, for the end line IDELA measurement is 50%.

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ANNEXES

Annex 1. IDELA Tool

Background questions

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

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

Greeting

Hello, my name is _____. I work with the organization _____. We are here to learn about how children, like you, learn things and if they know how to play some games. We are going to play some games and do activities together. I will show you different games I have with me and will also ask you some questions about stories, pictures, numbers and other things. I will also ask you to show me how you do some things, like drawing. Some games may be easy for you to play and others may be harder. Don't worry if you cannot do some things. We just want you to try.

It is up to you if you want to participate. It is totally fine if you do not want to play today and it will not affect how you are treated in class.

If you are willing to participate, you can stop and take a break any time you need to - just let me know. If you decide at any point that you would like to stop, or that you don't want to do a particular activity, that's okay too. Also, it is ok for you to ask questions about what we are doing. Do you have any questions? Do you agree to do these activities with me?

	Yes	No
Does child consent?	1	0

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

IDELA Items

Task 1. Self-Awareness

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

Ask the child the following questions one at a time.

	Correct	Incorrect / Don't know	Refused / Skipped
Please tell me your first and last name	1	0	999
Please tell me how old you are	1	0	999
Are you a boy or a girl?	1	0	999
Please tell me the name of one person who takes care of you at home.	1	0	999
Please tell me the name of the neighbourhood / community / village that you live in.	1	0	999
Please tell me the name of the state/country that you live in.	1	0	999

Task 2. Comparison By Size and Length

Materials: Picture cards with circles and sticks

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

Wait for child to respond and then say:

Now please show me the smallest circle.

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

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

Wait for child to answer and say:

Please show me the shortest stick.

	Correct	Incorrect / Don't know	Refused / Skipped
Child identifies biggest circle	1	0	999
Child identifies smallest circle	1	0	999
Child identifies longest stick	1	0	999
Child identifies shortest stick	1	0	999

Task 3. Sorting And Classification

Materials: Picture cards of stars and circles

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

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

Once the child has completed sorting by one criterion say:

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

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

	Correct	Incorrect / Don't know	Refused / Skipped
Child sorts cards by first criterion	1	0	999
Child sorts cards by second criterion	1	0	999

Task 4. Shape Identification

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

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

I have some pictures to show you. These are pictures of different shapes. Show me: Where is the circle?

Continue like this down the list:

Where is the rectangle?

Where is the triangle?

Where is the square?

What is something / an object that is shaped like a circle?

	Correct	Incorrect / Don't know	Refused / Skipped
Child identifies circle	1	0	999
Child identifies rectangle	1	0	999
Child identifies triangle	1	0	999
Child identifies square	1	0	999
Child identifies circle in the environment	1	0	999

Task 5. Number Identification

Materials: Number chart of numbers from 1-20

Let's look at numbers now. I will point to some numbers and I want you to tell me if you know what numbers they are. It's OK if you don't know all of them.

Show the child a copy of the numbers chart. Using another sheet of paper cover all rows of the table except Rows 1 so that it doesn't distract the child. Begin with the first number in the first row by pointing and asking the child:

What number is this?

If the child pauses for more than 5 seconds, mark as incorrect, point to the next number and encourage the child to continue. Continue to show the grid number by number, moving your finger across the row until you complete Rows 1 and 2. As the child identifies each number, mark with an X those identified incorrectly and circle those identified correctly. Count all of the numbers the child identified correctly in Rows 1 and 2. If the child has identified 3 or fewer numbers correctly, STOP and move on to the next item. If the child identifies 4 or more numbers correctly, move to Rows 3 and 4 saying:

Now let's look at a few more numbers. I wonder which ones you know.

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

Task 6. One-To-One Correspondence

Materials: 20 small items – beans in this example

Arrange the 20 objects randomly in front of the child.

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

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

Thank you. Now, please give me 8 beans.

Be patient while child arranges the objects. When child finishes, brings the 20 objects together again. If the child cannot give you 3 or 8 objects, STOP and move on to the next item. If they can give you 3 or 8 items, bring the 20 objects together again and say:

Thank you. Now please give me 15 beans.

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

	Correct	Incorrect / Don't know	Refused / Skipped
Child identifies 3 items	1	0	999
Child identifies 8 items	1	0	999
Child identifies 15 items	1	0	999
Persistence / Engagement			
Child stays concentrated on the task at hand; not easily distracted	1	0	999
Child is motivated to complete task; does not want to stop the task.	1	0	999

Task 7. Addition And Subtraction

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

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

Lay out 3 beans

Now my friend gives me 2 more beans.

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

How many beans do I have in total?

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

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

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

	Correct	Incorrect / Don't know	Refused / Skipped
Child adds 3 and 2	1	0	999
Child adds 2 and 2	1	0	999
Child subtracts 1 from 3	1	0	999

Task 8. Puzzle Completion

Time Estimate: 2 minutes

Materials: 4 or 6-piece jigsaw puzzle

Show the picture of the puzzle to child and say:

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

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

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

While you administer this item observe how persistent/engaged the child is in trying to complete the task, and score according to the scoring rubric.

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

Task 9. Friends

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

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

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

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

Task 10. Emotional Awareness / Regulation

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

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

What do you do to feel better when you are feeling sad?

Wait for the child to respond and if answer is unclear ask, "How/why does this make you feel better?" Continue and ask:

What else do you do to feel better when you are feeling sad?

Wait for the child to respond and if answer is unclear ask, "How/why does this make you feel better?" Finally, ask:

Now tell me what makes you feel happy.

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

	Correct	Incorrect / Don't know	Refused / Skipped
Child identifies something that makes them sad	1	0	999
Child gives one response on dealing with sad feeling	1	0	999
Child gives another response on dealing with sad feeling	1	0	999
Child identifies something that makes them happy	1	0	999

Task 11. Empathy / Perspective Taking

Materials: Picture card of a girl crying

Show the picture card and say: Now let's look at this picture. How do you think this child is feeling right now?

Then ask: What would you do to help her feel better?

Wait for the child to respond and if answer is unclear ask, "How/why does this make her feel better?" Continue by asking:

Is there anything else you would do to make her feel better?

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

	Correct	Incorrect / Don't know	Refused / Skipped
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Child identifies that friend is feeling sad/hurt/upset	1	0	999
Child gives one response for how to make friend feel better	1	0	999
Child gives second response for how to make friend feel better	1	0	999

Task 12. Solving Conflict

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

Continue by asking:

Is there anything else you would do?

	Correct	Incorrect / Don't know	Refused / Skipped
Child gives one response for how to solve conflict	1	0	999
Child gives second response for how to solve conflict	1	0	999

Task 13. Short Term Memory

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

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

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

5...2
6...1...3

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

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

1...6
5...2...9
8...3...1...4
1...2...4...7...3

	Correct	Incorrect / Don't know	Refused / Skipped
1...6	1	0	999
5...2...9	1	0	999
8...3...1...4	1	0	999
1...2...4...7...3	1	0	999

Task 14. Inhibitory Control

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

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

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

Practice: Now we're going to play this game differently and you do the OPPOSITE of what I say. When I say touch your HEAD, INSTEAD of touching your head, you touch your TOES. When I say touch your TOES, you touch your HEAD. So you do something DIFFERENT from what I say. What do you do if I say "touch your head"? (assessor DOES NOT touch head anymore). What do you do if I say "touch your toes"? (assessor DOES NOT touch toes anymore).

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

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

Touch your head
Touch your toes
Touch your toes
Touch your head
Touch your toes

Child understands the directions (Move on to next items if the child DOES NOT understand directions)		Yes	No	Refused / Skipped
Touch your head	Correct (touches toes immediately)	Self-correct (Touches toes after making mistake)		Incorrect (Does not touch toes)
Touch your toes	Correct (touches head immediately)	Self-correct (Touches toes after making mistake)		Incorrect (Does not touch head)
Touch your toes	Correct (touches head immediately)	Self-correct (Touches toes after making mistake)		Incorrect (Does not touch head)
Touch your head	Correct (touches toes immediately)	Self-correct (Touches toes after making mistake)		Incorrect (Does not touch toes)
Touch your toes	Correct (touches head immediately)	Self-correct (Touches toes after making mistake)		Incorrect (Does not touch head)
Persistence / Engagement				
Child stays concentrated on the task at hand; not easily distracted		1	0	999
Child is motivated to complete task (solve the problem); does not want to stop the task.		1	0	999

Task 15. Expressive Vocabulary

Now let's try a word game. Imagine you are going to the market and name some foods that you can buy from the market. Try to name as many things as you can think of.

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 enumerates the objects. When the child pauses for 5 seconds or more, PROMPT ONCE by saying, Can you think of any others? When the child cannot think of more items, move on to the next question and say:

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

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

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

Task 16. Print Awareness

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

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

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

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

Now show me where I should start reading.

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

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

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

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

Task 17. Letter Identification

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

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

Show the child a copy of the letter chart. Using another sheet of paper cover all rows of the table except Rows 1 so that it doesn't distract the children. Begin with the first letter in the first row, by pointing and asking the child:

What letter is this?

Continue to show letter by letter, moving your finger across the row until you complete Rows 1 and 2. If the child gets stuck for more than 5 seconds, mark it as incorrect, point to the next letter and encourage the child to continue. Continue to show the grid letter by letter, moving your finger across the row until you complete Rows 1 and 2. Mark responses as the child identifies each letter. Count all of the letters the child identified correctly in Rows 1 and 2. If the child has identified 3 or fewer letters correctly, STOP and move on to the next item. If the child identifies 4 or more numbers correctly, move to Rows 3 and 4 saying:

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

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

Task 18. First Letter Identification

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

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

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

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

The word 'Sun' starts with /s/. Now listen to the words I say and tell me which one starts with the same sound /s/
Bird Doll Soup

Toy starts with /t/. Listen to the words I say and tell me which one starts with the same sound, the sound /t/
Game Tool Fish

Door /d/. Listen to the words I say and tell me which one starts with the same sound, the sound /d/
Dog Key Girl

	Correct	Incorrect / Don't know	Refused / Skipped
Child identifies /s/ word pair	1	0	999
Child identifies /t/ word pair	1	0	999
Child identifies /d/ word pair	1	0	999

Task 19. Emergent Writing

Time Estimate: 2 minutes

Materials: One blank page, pencil or pen

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

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

Thank you. We will move on to our next game now.

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

Task 20. Oral Comprehension

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

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

Read out the story slowly, clearly and fluently.

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

Now I am going to ask you some questions about the story. Ask each question slowly and clearly. Each question may be repeated ONCE if needed.

"Who stole the cat's hat?"

"What color was the hat?"

"Why did the cat chase the mouse?"

"Where did the mouse get trapped?"

"Why did the cat decide not to eat the mouse?"

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

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

Task 21. Copying A Shape

Materials: Pencil and Paper, Picture card with a triangle

Show the child the picture of a triangle and say:

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

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

Task 22. Drawing A Person

Time Estimate: 2 minutes

Materials: Pencil, Paper

Give the pencil and paper to the child.

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

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

Thank you. We will move on to our next activity now.

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

	Correct	Incorrect / Don't know	Refused / Skipped
Child draws a head	1	0	999
Child draws a trunk/body	1	0	999
Child draws arms	1	0	999
Child draws legs	1	0	999
Child draws 1 facial feature	1	0	999
Child draws 2 facial feature	1	0	999
Child draws hands	1	0	999
Child draws feet	1	0	999
Persistence / Engagement			
Child stays concentrated on the task at hand; not easily distracted	1	0	999
Child is motivated to complete task; does not want to stop the task	1	0	999

Task 23. Folding Paper

Materials: A 20 x 20 cm. piece of paper

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

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

Step 1: Fold down the middle (vertically)

Step 2: Fold down the middle again (horizontally)

Step 3: Fold in half diagonally

Step 4: Fold in half diagonally again

For a step to be scored as correct there should be no more than a 1cm difference between the various folds. While you administer this item observe how persistent the child is trying to answer the questions, and score accordingly. While you administer this item observe how persistent the child is trying to answer the questions, and score accordingly.

		Number		Refused / Skipped
Number of steps child folded precisely /correctly (within 1 cm) (0-4)				999
Persistence / Engagement				
Child stays concentrated on the task at hand; not easily distracted	1	0	999	
Child is motivated to complete task; does not want to stop the task.	1	0	999	

Task 24. Hopping

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

Demonstrate hopping 10 steps in a straight line.

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

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

	Number		Refused / Skipped
Number of steps hopped			999

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

Overall observation of child

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

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