PSS IDELA 2022

Field	Question	Answer	
dis_author_info	dis_author_info Project: CI GABA (MOVING AHEAD) PRESCHOOL SPACES -- CENTER FOR GIRLS EDUCATION Survey: IDELA Date: February 18, 2022 Version: Final Lang: English		
dis_author_name	dis_author_name Programmer: Mathew Bidinlib & Edward Tsinigo Innovations for Poverty Action, Ghana mbidinlib@poverty-action.org | etsinigo@poverty-action.org		
date_check	date_check Dear User, You are currently attempting to administer this survey out if an expected date range of **1 July 2017** and **31 July 2017**. If you are certain that you are within the expected date, please check the date settings on your tablet. Current date: 2022-04-27		
a0 *(required)*	A0 Interview date		
assessor *(required)*	Select your name *If your name is not listed, select "new assessor." Confirm your ID code and enter when prompted.*	1	AISHA HALLIRU
		2	ALAWIYYA ABDULLAHI
		3	AMINA YUSUF
		4	BILKISU BARA'U
		5	BILKISU SHU'AIBU
		6	BINTA NAMADI
		7	BLESSING ADAMU
		8	FATIMA BELLO
		9	FATIMA SA'IDU
		10	HALIMA YUNUSA
		11	HAUWA YUSUF
		12	IRETI FAWOLE
		13	KHADIJAH ADAMU
		14	LUBABATU AHMED SALISU
		15	RASHIDAH YAHAYA
		16	REMILEKUN ADEWOLE
		17	UBAIDA ABDUL-NASIR
		18	ZAINAB DAN BURAN
		97	New Assessor
newassessor	Enter your name		
newassessorID	Select ID for new assessor	19	NEW ASSESSOR -AS19
		20	NEW ASSESSOR -AS20
		21	NEW ASSESSOR -AS21
		22	NEW ASSESSOR -AS22
localgovt *(required)*	Select local government	GW01	GIWA
		SG02	SABON GARI
		SB03	Soba
		ZR04	ZARIA
commid *(required)*	Select community	MG01	Mararaban Guga
		BS01	Basawa
		DB01	Dogon Bauchi
		HM01	Hanwa Makera
		HO01	Hayin Ojo
		KB01	Kabama
		KW01	Kwangila
		DM01	Dan Magaji
		TH01	Tohu
		FK01	Farin Kasa
		AL01	Alfadarai
		JS01	Jushi
		GY01	Gyallesu
		KA01	Kauyen Ali
		KD01	Kofan Doka
		KK01	Kakeyi

Field	Question	Answer
verifypermission	-	
girlname_n	Enter the name of the child	
girl_id	Enter the ID of the child	
carename_n	Enter the name of the caregiver	
care_id	Enter the caregiver ID	
careid_note	Below are the IDs of the LGA, community, child and caregiver LGA: [localgovt] community: [commid] Child ID: [girl_id] Caregiver ID: [care_id]	
displayID	The child's full ID code is [Full_ID]	
lang_note	**Hausa**	
Logo		
idela_logo	IDELA	
idela_logo_text	**International Development and Early Learning Assessment** **2022**	
assent_note	## GREETING **Barka da warhaka [girlname_n]!** **Sunana [assessor]. daga maaikatan ilimi na yaya mata(CGE), munzo mu san yanda yara irin ku suke koyon abubuwa, saboda haka zamuso muyi wasanni da ayyuka tare. Zan nuna miki wasanni iri iri masu dauke da labarai da hotuna da nambobi da makamantansu, kuma zan tambayeki ki nuna mun yanda kike abubuwa kaman zane. Wasu wasannin zasu zo miki da sauki wasu kuma suna da dan wahala, amma kada kidamu koda baki iya yin duka ba, yana dai da kyau kidan kokarta.** **Za ki iya gaya min in kina so ki yi wasaanan da ni ko ba kya so, in ba kya so kiyi wannan was an yau ba zai shafi yanda mu'amalanki na aji zai kasance ba. Kuma, kina iya tsayawa kihuta a duk lokacin da kike so.** **Kina da wasu tambayoyi? kin amince da yin wadannan wasannin dani?**	
assent *(required)*	**A18** Permission given by child to begin? **Do not pressure the child**	1 Yes 0 No
verifyconsent	Enter your name to verify that you have child's consent before beginning	
stop_note	## STOP IMMEDIATELY If the child does not give consent. Do not pressure them to continue the assessment with you. Kindly return the child to their classroom or home immediately.	
Consented		
a1 *(required)*	A1 What is your primary caregiver's name?	
a2 *(required)*	A2 What is the child's age?	
a3 *(required)*	A3 How many siblings do you have?	
a4 *(required)*	A4 How many of them who are older than you are in school?	
Consented > ITEM 1. SELF-AWARENESS (SOCIAL-EMOTIONAL)		

Field	Question	Answer	
item1	ITEM1 # IDELA ITEMS ### ITEM 1. SELF-AWARENESS (SOCIAL-EMOTIONAL) **Materials**: None **Ina farincikin haduwa dake [girlname_n]. Yanzu zanyi miki tambayoyi akan kanki, inaso ki amsa mun idan zaki iya, idan kuma baki san amsoshin ba kada ki damu** *Please ask the child the following questions one at a time.*		
item1a *(required)*	ITEM1A **kana iya gaya mani sunanka da na babanka mine ne sunanka?** *If the child only says his/her first name, then you may probe by asking specifically about the last/surname.* The child needs to answer with BOTH first and last name to get a correct response.	1	Correct
		0	Incorrect/Don't know
		-999	Refused to answer
item1b *(required)*	ITEM1B **kana iya gaya mini ko shekara nawa gare ka?** *The child can verbally say their age or show it with their fingers.*	1	Correct
		0	Incorrect/Don't know
		-999	Refused to answer
item1c *(required)*	ITEM1C **Kai namiji ne ko macce?**	1	Correct
		0	Incorrect/Don't know
		-999	Refused to answer
item1d *(required)*	ITEM1D **Gaya mini sunan mutun ùaya wanda ke kulawa da kai sosai?** *If the child says "mom" or "aunt", you may ask a follow-up question - e.g. "What is her name?* *Either the first or last name is enough*	1	Correct
		0	Incorrect/Don't know
		-999	Refused to answer
item1e *(required)*	ITEM1E **Kana iya gaya mini sunan gari ko *auyen da ke kusan garinku ?** *If the child points and says 'over there' or something similar you can prompt and ask if they know the name of the place.*	1	Correct
		0	Incorrect/Don't know
		-999	Refused to answer
item1f *(required)*	ITEM1F **Kana iya gaya mani sunan asarka ?**	1	Correct
		0	Incorrect/Don't know
		-999	Refused to answer

Consented > ITEM 2. COMPARISON BY SIZE AND LENGTH (EMERGENT NUMERACY)

Consented > ITEM 2. COMPARISON BY SIZE AND LENGTH (EMERGENT NUMERACY) > Headers

Field	Question	Answer
item2_head	 # IDELA ITEMS ### ITEM 2. COMPARISON BY SIZE AND LENGTH (EMERGENT NUMERACY) **Materials**: Picture Cards with circles and sticks	

Consented > ITEM 2. COMPARISON BY SIZE AND LENGTH (EMERGENT NUMERACY) > ITEM 2 A

Field	Question	Answer
item2a_note	**Yanzu zan nuna miki wasu hotuna kuma inyi miki tambayoyi akansu.** *Place the picture of cards with circles and sticks in front of the child.* **Nuna mun circle din da yafi girma.** *Wait for the child to respond.* *Mark as correct if the child either points to the right answer or verbally says the right answer.*	

Field	Question	Answer	
item2a *(required)*	ITEM2A Child identifies biggest circle	1	Correct
		0	Incorrect/Don't know
		-999	Refused to answer
Consented > ITEM 2. COMPARISON BY SIZE AND LENGTH (EMERGENT NUMERACY) > ITEM 2 B			
item2b_note	*Now say:* **To kara duba hoton ki gaya mun wanda yafi kankanta.** *Wait for the child to respond.* *Mark as correct if the child either points to the right answer or verbally says the right answer.*		
item2b *(required)*	ITEM2B Child identifies smallest circle	1	Correct
		0	Incorrect/Don't know
		-999	Refused to answer
Consented > ITEM 2. COMPARISON BY SIZE AND LENGTH (EMERGENT NUMERACY) > ITEM 2 C			
item2c_note	*Then show the child the picture with the sticks and say:* **Yanzu kara duba wannan hoton. Nuna mun sandan da yafi tsawo.** *Wait for the child to respond.* *Mark as correct if the child either points to the right answer or verbally says the right answer.*		
item2c *(required)*	ITEM2C Child identifies longest stick	1	Correct
		0	Incorrect/Don't know
		-999	Refused to answer
Consented > ITEM 2. COMPARISON BY SIZE AND LENGTH (EMERGENT NUMERACY) > ITEM 2 D			
item2d_note	*Now say:* **To kara duba hoton ki gaya mun wanda yafi gajarta.** *Wait for the child to respond.* *Mark as correct if the child either points to the right answer or verbally says the right answer.*		
item2d *(required)*	ITEM2D Child identifies shortest stick	1	Correct
		0	Incorrect/Don't know
		-999	Refused to answer
Consented > ITEM 3. SORTING AND CLASSIFICATION (EMERGENT NUMERACY)			
item3_head	 ## IDELA ITEMS **ITEM 3. SORTING AND CLASSIFICATION (EMERGENT NUMERACY)** **Materials**: Picture cards of stars and circles (two red stars and one yellow star, two yellow circles and one red circle.		
Consented > ITEM 3. SORTING AND CLASSIFICATION (EMERGENT NUMERACY) > ITEM 3 A			
item3a_instr	*Place two white laminated sheets in front of the child (one to the right and one to the left).* *Place the picture cards in front of the child and say:* **Zamuyi wasa wanda ya kunshi kasa hotuna masu kamanni wuri daya. Duba wadannan hotunan ki gwada kasa mun su wuri biyu kina lura da masu kamanni iri daya. Yi amfani da hotunan duka,saka bangare daya anan, daya kuma a can.(anuna ma yaro wurin dai zai ijiye da hannu)** **Use all the cards and put one group here and one group here.** *Physically show with the hands* *Be patient and wait as the child tries to examine how to arrange the cards.*		

Field	Question	Answer	
item3a *(required)*	ITEM3A Child sorts cards by first criterion	1	Correct
		0	Incorrect/Don't know
		-999	Refused to answer
Consented > ITEM 3. SORTING AND CLASSIFICATION (EMERGENT NUMERACY) > ITEM 3 B			
item3b_instr	*Once the child has completed sorting by one criterion, do NOT move the piles back together and say,* **Toh yanzu kara duba hotunan, ki kuma samun wani hanya da zaki rabasu wuri biyu,banda da kikayi na farko.** *Be patient and wait as the child tries to examine how to arrange the cards.*		
item3b *(required)*	ITEM3B Child sorts cards by second criterion	1	Correct
		0	Incorrect/Don't know
		-999	Refused to answer
Consented > ITEM 4. SHAPE IDENTIFICATION (EMERGENT NUMERACY)			
Consented > ITEM 4. SHAPE IDENTIFICATION (EMERGENT NUMERACY) > Headers			
item4_headers	 # IDELA ITEMS **ITEM 4. SHAPE IDENTIFICATION (EMERGENT NUMERACY)** **Materials**: A page with pictures of 6 shapes used in this test (4 shapes + 2 distractors)		
Consented > ITEM 4. SHAPE IDENTIFICATION (EMERGENT NUMERACY) > ITEM 4 A			
item4a_instr	*Place the page with shapes in front of the child and say:* **Ina da wasu hotuna da zan nuna miki. Wadannan hotunan shapes ne daban daban. Nuna min:** **Ina circle yake anan**		
item4a *(required)*	ITEM4A Child identifies circle	1	Correct
		0	Incorrect/Don't know
		-999	Refused to answer
Consented > ITEM 4. SHAPE IDENTIFICATION (EMERGENT NUMERACY) > ITEM 4 B			
item4b_instr	**Ina rectangle yake anan?**		
item4b *(required)*	ITEM4B Child identifies rectangle?	1	Correct
		0	Incorrect/Don't know
		-999	Refused to answer
Consented > ITEM 4. SHAPE IDENTIFICATION (EMERGENT NUMERACY) > ITEM 4 C			
item4c_instr	**Ina triangle yake anan?**		
item4c *(required)*	ITEM4C Child identifies triangle?	1	Correct
		0	Incorrect/Don't know
		-999	Refused to answer
Consented > ITEM 4. SHAPE IDENTIFICATION (EMERGENT NUMERACY) > ITEM 4 D			
item4d_instr	**Ina square yake anan?**		
item4d *(required)*	ITEM4D Child identifies square?	1	Correct
		0	Incorrect/Don't know
		-999	Refused to answer
Consented > ITEM 4. SHAPE IDENTIFICATION (EMERGENT NUMERACY) > ITEM 4 E			
item4e_instr	*Look away from the page with shapes, and then ask the child* **This is a circle. Wani abu ne yake kama da zanen circle?** *If the child names an object or points to an object that is either a circle, sphere, or even an oval close to a circle, then mark "Correct".*		
item4ea *(required)*	ITEM4EA Child identifies circle in the environment?	1	Correct
		0	Incorrect/Don't know
		-999	Refused to answer
Consented > ITEM 4. SHAPE IDENTIFICATION (EMERGENT NUMERACY) > ITEM 4 E			

Field	Question	Answer	
item4e_instra	*Look away from the page with shapes, and then ask the child* **Wani abu ne yake kama da zanen circle?** *If the child names an object or points to an object that is either a circle, sphere, or even an oval close to a circle, then mark "Correct".*		
item4eb *(required)*	ITEM4EB Child identifies circle in the environment?	1	Correct
		0	Incorrect/Don't know
		-999	Refused to answer
Consented > ITEM 5. NUMBER IDENTIFICATION (EMERGENT NUMERACY)			
Consented > ITEM 5. NUMBER IDENTIFICATION (EMERGENT NUMERACY) > Header			
item5_head	 # IDELA ITEMS **ITEM 5. NUMBER IDENTIFICATION (EMERGENT NUMERACY)** **Materials**: Number chart of numbers from 1-20, white laminated sheet		
Consented > ITEM 5. NUMBER IDENTIFICATION (EMERGENT NUMERACY) > ROWS 1 & 2			
item5a_instr	*Show the child a copy of the numbers chart.* ***Yanzu zamu duba lambobi. zan nuna maki lamba sai ki gayamun lambar. Babu komai idan baki sansu duka ba.*** *Using another sheet of paper, cover all rows of the table except Row 1 so that it doesn't distract the child. Point to the first number in the first row and ask the child* ***Wace lamba ce wannan?*** *Continue to show the grid number by number, moving your finger across the row until you complete Rows 1 and 2.* *If the child pauses for more than 5 seconds, mark as incorrect, point to the next numb,er and encourage the child to continue.*		
tmp_item5a_labs	SCORING	1	Correct
		0	Incorrect/Don't know
		-999	Refused to answer
item5a *(required)*	ITEM5A 2	1	Correct
		0	Incorrect/Don't know
		-999	Refused to answer
item5b *(required)*	ITEM5B 4	1	Correct
		0	Incorrect/Don't know
		-999	Refused to answer
item5c *(required)*	ITEM5C 10	1	Correct
		0	Incorrect/Don't know
		-999	Refused to answer
item5d *(required)*	ITEM5D 5	1	Correct
		0	Incorrect/Don't know
		-999	Refused to answer
item5e *(required)*	ITEM5E 7	1	Correct
		0	Incorrect/Don't know
		-999	Refused to answer
item5f *(required)*	ITEM5F 9	1	Correct
		0	Incorrect/Don't know
		-999	Refused to answer
item5g *(required)*	ITEM5G 6	1	Correct
		0	Incorrect/Don't know
		-999	Refused to answer

Field	Question	Answer	
item5h *(required)*	ITEM5H 8	1	Correct
		0	Incorrect/Don't know
		-999	Refused to answer
item5i *(required)*	ITEM5I 3	1	Correct
		0	Incorrect/Don't know
		-999	Refused to answer
item5j *(required)*	ITEM5J 1	1	Correct
		0	Incorrect/Don't know
		-999	Refused to answer
Consented > ITEM 5. NUMBER IDENTIFICATION (EMERGENT NUMERACY) > ROWS 3 & 4			
item5b_instr	**Nagode, mu kara duba wasu lambobi yan kadan, zan so nasan wadanda kika sani.** *Ask the child to continue identifying the numbers as done in Rows 1 and 2 and continue marking the answers.*		
tmp_item5b_labs	SCORING	1	Correct
		0	Incorrect/Don't know
		-999	Refused to answer
item5k *(required)*	ITEM5K 13	1	Correct
		0	Incorrect/Don't know
		-999	Refused to answer
item5l *(required)*	ITEM5L 17	1	Correct
		0	Incorrect/Don't know
		-999	Refused to answer
item5m *(required)*	ITEM5M 14	1	Correct
		0	Incorrect/Don't know
		-999	Refused to answer
item5n *(required)*	ITEM5N 19	1	Correct
		0	Incorrect/Don't know
		-999	Refused to answer
item5o *(required)*	ITEM5O 16	1	Correct
		0	Incorrect/Don't know
		-999	Refused to answer
item5p *(required)*	ITEM5P 15	1	Correct
		0	Incorrect/Don't know
		-999	Refused to answer
item5q *(required)*	ITEM5Q 18	1	Correct
		0	Incorrect/Don't know
		-999	Refused to answer
item5r *(required)*	ITEM5R 11	1	Correct
		0	Incorrect/Don't know
		-999	Refused to answer
item5s *(required)*	ITEM5S 12	1	Correct
		0	Incorrect/Don't know
		-999	Refused to answer
item5t *(required)*	ITEM5T 20	1	Correct
		0	Incorrect/Don't know
		-999	Refused to answer
Consented > ITEM 6. ONE-TO-ONE CORRESPONDENCE (EMERGENT NUMERACY)			
Consented > ITEM 6. ONE-TO-ONE CORRESPONDENCE (EMERGENT NUMERACY) > iten6_hgroup			

Field	Question	Answer	
item6_instruc	# IDELA ITEMS **ITEM 6. ONE-TO-ONE CORRESPONDENCE (EMERGENT NUMERACY)** **Materials**: 20 small items – beans in this example *Arrange the 20 objects randomly in front of the child.* **Yanzu zamuyi wasa da wake, anan akwai wake dayawa.**		
Consented > ITEM 6. ONE-TO-ONE CORRESPONDENCE (EMERGENT NUMERACY) > item6a_grp			
item6a_instruc	*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.* **bani uku daga ciki** *Be patient while child arranges the beans.* *Self-correcting is acceptable. A child may want to re-count which is allowed within "self-correcting". However, you should not probe the child to re-count of his/her mistake.*		
item6a *(required)*	ITEM6A Child identifies 3 items	1	Correct
		0	Incorrect/Don't know
		-999	Refused to answer
Consented > ITEM 6. ONE-TO-ONE CORRESPONDENCE (EMERGENT NUMERACY) > item6b_grp			
item6b_inst	*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.* **Nagode, yanzu bani wake guda takwas.** *Be patient while child arranges the beans.* *Self-correcting is acceptable. A child may want to re-count which is allowed within "self-correcting". However, you should not probe the child to re-count of his/her mistake.*		
item6b *(required)*	ITEM6B Child identifies 8 items	1	Correct
		0	Incorrect/Don't know
		-999	Refused to answer
Consented > ITEM 6. ONE-TO-ONE CORRESPONDENCE (EMERGENT NUMERACY) > 16 Items			
item6b_instr	*When child finishes, bring the 20 beans together again.* *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.* **Nagode, yanzu bani wake guda goma sha biyar.** *Self-correcting is acceptable. A child may want to re-count which is allowed within "self-correcting". However, you should not probe the child to re-count of his/her mistake.*		
item6c *(required)*	ITEM6C Child identifies 15 items	1	Correct
		0	Incorrect/Don't know
		-999	Refused to answer
Consented > ITEM 6. ONE-TO-ONE CORRESPONDENCE (EMERGENT NUMERACY) > Persistence/Engagement			
item6c_instruc	**Persistence / Engagement**		
item6aa *(required)*	ITEM6AA Child stays concentrated on the task at hand; not easily distracted	1	Yes
		0	No
item6bb *(required)*	ITEM6BB Child is motivated to complete task; does not want to stop the task.	1	Yes
		0	No
Consented > ITEM 7. ADDITION AND SUBTRACTION (EMERGENT NUMERACY)			
Consented > ITEM 7. ADDITION AND SUBTRACTION (EMERGENT NUMERACY) > Header			

Field	Question	Answer	
item7_head	# IDELA ITEMS ### ITEM 7. ADDITION AND SUBTRACTION (EMERGENT NUMERACY) **Materials**: Beans used in the previous item and picture cards with bikes /mangoes		
Consented > ITEM 7. ADDITION AND SUBTRACTION (EMERGENT NUMERACY) > ITEM 7 A			
item7a_instr	**Zamu karayin wasa da wake. Yanzu inada wake guda uku..** *Lay out 3 beans* **Kuma sai kawata ta kara mun wake guda biyu.** *Lay these out near the first beans but leaving a little space between the two groups.* **Yanzu, gabaki daya wake nawa nike dashi?** *Wait for the child to count and score response.* *Self-correcting is acceptable. A child may want to re-count which is allowed within "self-correcting". However, you should not probe the child to re-count of his/her mistake.*		
item7a *(required)*	ITEM7A Child adds 3 and 2	1	Correct
		0	Incorrect/Don't know
		-999	Refused to answer
Consented > ITEM 7. ADDITION AND SUBTRACTION (EMERGENT NUMERACY) > ITEM 7 B			
item7b_instr	 *Now show the picture with the bikes and say:* **mukara yin wani kuma, ga kekuna guda biyu, idan ka kara wasu kekune guda biyu a hoton, nawa zasu kasance?** *Self-correcting is acceptable. A child may want to re-count which is allowed within "self-correcting". However, you should not probe the child to re-count of his/her mistake.*		
item7b *(required)*	ITEM7B Child adds 2 and 2	1	Correct
		0	Incorrect/Don't know
		-999	Refused to answer
Consented > ITEM 7. ADDITION AND SUBTRACTION (EMERGENT NUMERACY) > ITEM 7 C			
item7c_instr	 *Now show the picture with the mangoes and say:* **Yanzu, inada wani hoton, nan ga mangwaro guda uku, idan aka cire daya daga ciki nawa zai rage?** *Self-correcting is acceptable. A child may want to re-count which is allowed within "self-correcting". However, you should not probe the child to re-count of his/her mistake.*		
item7c *(required)*	ITEM7C Child subtracts 1 from 3	1	Correct
		0	Incorrect/Don't know
		-999	Refused to answer
Consented > ITEM 8. PUZZLE COMPLETION (EMERGENT NUMERACY)			
Consented > ITEM 8. PUZZLE COMPLETION (EMERGENT NUMERACY) > Head			

Field	Question	Answer
item8_head_exp	 # IDELA ITEMS ### ITEM 8. PUZZLE COMPLETION (EMERGENT NUMERACY) **Time Estimate**: 2 minutes **Materials**: 6 piece jigsaw puzzle. Also, a full picture of the puzzle for the child to see.	
Consented > ITEM 8. PUZZLE COMPLETION (EMERGENT NUMERACY) > Puzzle		
item8_puzzle_instr	*Show the picture of the puzzle to child and say:* **Yanzu zamuyi wasa da wannan takardun wasan, zaki gwada hada wannan hoton da wadannan takardun.** *Show the child the puzzle pieces in random order and say:* **Gwada harhadasu tare yazama Kaman wannan hoton, ki sanar dani idan kin gama.** *If the child completes the puzzle upside down but in the correct manner, that is scored as correct.* *While you administer this item observe how concentrated and motivated the child is in trying to answer the questions and score according to the scoring rubric.*	
item8_timer	**Start Countdown Timer Here**	
item8 *(required)*	ITEM8 Number of puzzle pieces correctly placed (0, 1, 2, 3, 4, 5, 6) *ENUMERATOR: Use: -999 for refused or no response*	
Consented > ITEM 8. PUZZLE COMPLETION (EMERGENT NUMERACY) > Persistence/Engagement		
item8_instruc	## Persistence / Engagement	
item8aa *(required)*	ITEM8AA Child stays concentrated on the task at hand; not easily distracted	1 Yes 0 No
item8bb *(required)*	ITEM8BB Child is motivated to complete task; does not want to stop the task.	1 Yes 0 No
Consented > ITEM 9. FRIENDS (SOCIAL-EMOTIONAL)		
item9_head	 # IDELA ITEMS ### ITEM 9. FRIENDS (SOCIAL-EMOTIONAL) **Materials**: Nothing **Gayamun suna kawayenki da kike son wasa da su?** *Do not say "any other?" after each name the child says – that counts as prompting. However, after the child has paused for 5 sec, prompt ONCE by saying:* **Akwai wasu kawayen kuma da kike son wasa dasu?** *Adults such as aunts, uncles, parents, and teachers are not considered peers and should not be counted. Animals or imaginary friends/cartoons don't count.*	
item9 *(required)*	ITEM9 Number of friends named (0-10) *ENUMERATOR: Use:-999 for No response or don't know*	
Consented > ITEM 10. EMOTIONAL AWARENESS/REGULATION (SOCIAL-EMOTIONAL)		

Field	Question	Answer	
item10_head	# IDELA ITEMS **ITEM 10. EMOTIONAL AWARENESS/REGULATION (SOCIAL-EMOTIONAL)** **Materials**: None		
Consented > ITEM 10. EMOTIONAL AWARENESS/REGULATION (SOCIAL-EMOTIONAL) > ITEM 10 A			
item10a_instr	**Yanzu zan miki tambayoyi akan yanayin yanda mutum yake ji a zuciyansa .ki dan yi tunani ki gayamun abunda ke saki bakin ciki.** *Wait for the child to respond and if answer is unclear ask:* **yaya hakan yake saka ki jin bakin ciki?**		
item10a *(required)*	ITEM10A Child identifies something that makes them sad	1	Correct
		0	Incorrect/Don't know
		-999	Refused to answer
Consented > ITEM 10. EMOTIONAL AWARENESS/REGULATION (SOCIAL-EMOTIONAL) > ITEM 10 B			
item10b_instr	*Then ask:* **Me kikeyi da kike da yake rage miki bakin ciki?** *Wait for the child to respond and if answer is unclear ask,* **Yaya hakan yake rage miki bakin ciki?**		
item10b *(required)*	ITEM10B Child gives one response on dealing with sad feeling	1	Correct
		0	Incorrect/Don't know
		-999	Refused to answer
Consented > ITEM 10. EMOTIONAL AWARENESS/REGULATION (SOCIAL-EMOTIONAL) > ITEM 10 C			
item10c_instr	*Continue and ask:* **wani abu kuma kikeyi daban dayake sanyaki jin dadi yayin bakin ciki?** *Wait for the child to respond and if answer is unclear ask,* **Yaya hakan yake sakaki jin dadi**		
item10c *(required)*	ITEM10C Child gives another response on dealing with sad feeling	1	Correct
		0	Incorrect/Don't know
		-999	Refused to answer
Consented > ITEM 10. EMOTIONAL AWARENESS/REGULATION (SOCIAL-EMOTIONAL) > ITEM 10 D			
item10d_instr	*Finally, ask:* **Toh yanzu gayamun, meke sakaki farin ciki?** *Wait for the child to respond and if answer is unclear ask,* **Ta yaya hakan yake saki jin dadi?**		
item10d *(required)*	ITEM10D Child identifies something that makes them happy	1	Correct
		0	Incorrect/Don't know
		-999	Refused to answer
Consented > ITEM 11. EMPATHY /PERSPECTIVE TAKING (SOCIAL-EMOTIONAL)			
item11_head	# IDELA ITEMS **ITEM 11. EMPATHY /PERSPECTIVE TAKING (SOCIAL-EMOTIONAL)** **Materials**: Picture card of a girl crying		
Consented > ITEM 11. EMPATHY /PERSPECTIVE TAKING (SOCIAL-EMOTIONAL) > ITEM 11 A			
item11ab_instr	*Show the picture card and say,* **Yanzu Mukalla wannan hoton, ya kike tunanin wannan yarinya keji a halin da take?** *Sample acceptable answers:* *Upset, in pain, sad, scared or other culturally acceptable answer.*		

Field	Question	Answer	
item11a *(required)*	ITEM11A Child identifies that friend is feeling sad/hurt/upset	1	Correct
		0	Incorrect/Don't know
		-999	Refused to answer
Consented > ITEM 11. EMPATHY /PERSPECTIVE TAKING (SOCIAL-EMOTIONAL) > ITEM 11 B			
item11b_instr	*Then ask,* **Wani taimako zaki iya bata domin taji dadi?** *Wait for the child to respond and if the answer is unclear ask:* **Ya kike ganin hakan zai sa taji dadi?** *Sample acceptable answers:* *Ask how she is doing, hug her, tell her she will be OK, find out if she needs medicine, play with her, hold her hand, get an adult to help her or other acceptable answer.*		
item11b *(required)*	ITEM11B Child gives one response for how to make friend feel better	1	Correct
		0	Incorrect/Don't know
		-999	Refused to answer
Consented > ITEM 11. EMPATHY /PERSPECTIVE TAKING (SOCIAL-EMOTIONAL) > ITEM 11 C			
item11c_instr	*Prompt ONCE by asking:* **Akwai wani abu kuma da zakiyi mata da sais a taji dadi?** *Wait for the child to respond and if answer is unclear ask,* **Ya kike ganin hakan zai sa taji dadi?** *Sample acceptable answers:* *Ask how she is doing, hug her, tell her she will be OK, find out if she needs medicine, play with her, hold her hand, get an adult to help her or other acceptable answer.*		
item11c *(required)*	ITEM11C Child gives second response for how to make friend feel better	1	Correct
		0	Incorrect/Don't know
		-999	Refused to answer
Consented > ITEM 12. SOLVING CONFLICT (SOCIAL-EMOTIONAL)			
item12_head	# IDELA ITEMS ## ITEM 12. SOLVING CONFLICT (SOCIAL-EMOTIONAL) **Materials**: Nothing		
item12_instr	**Yanzu inason kiyi tunanin wani yanayi, kiyintunani kina wasa da abunda kika fiso,kawai sai wata yarinya tace tanaso tayi wasa da wannan abunda kike wasa da shi,amma kuma wannan abun wasan kwara daya ne,to ya zakiyi?** *Sample appropriate or acceptable answers:* *talk to the child and ask him to wait, take turns, share, get another toy, play together with the toy, or other culturally acceptable answer* *Sample inappropriate or unacceptable answers:* *push the child away, tell him it's mine and he can't have it.*		
item12a *(required)*	ITEM12A Child gives one response for how to solve conflict	1	Correct
		0	Incorrect/Don't know
		-999	Refused to answer
Consented > ITEM 12. SOLVING CONFLICT (SOCIAL-EMOTIONAL) > ITEM 12. SOLVING CONFLICT (SOCIAL-EMOTIONAL)			
item12b_instruc	*Prompt ONCE by asking:* **Akwai wani abu kuma da zakiyi** *Sample appropriate or acceptable answers:* *talk to the child and ask him to wait, take turns, share, get another toy, play together with the toy, or other culturally acceptable answer* *Sample inappropriate or unacceptable answers:* *push the child away, tell him it's mine and he can't have it.*		

Field	Question	Answer	
item12b *(required)*	ITEM12B Child gives second response for how to solve conflict	1	Correct
		0	Incorrect/Don't know
		-999	Refused to answer
Consented > ITEM 13. SHORT TERM MEMORY (EXECUTIVE FUNCTION)			
Consented > ITEM 13. SHORT TERM MEMORY (EXECUTIVE FUNCTION) > item13_header			
item13_head	# IDELA ITEMS **ITEM 13. SHORT TERM MEMORY (EXECUTIVE FUNCTION)** **Materials**: Nothing **Practice:** *If the child makes an error, supply the correct answer on the practice items only.* **Wannan wani wasa ne,zan fada miki lambobi da bayan daya,bayan kin saurari lambabin,inaso ki maimaitasu yanda na fada,ki jirani sai na fadi duka almbobin kafun kin mamamaita,dan Allah kin saurara da kyau. Bari mudan gwada.**		
Consented > ITEM 13. SHORT TERM MEMORY (EXECUTIVE FUNCTION) > Practice			
item13_examp1	*Pause for one second in between each number in the sequence. For example « 5 » [pause] « 2 ».* ***Please listen carefully: 5…2*** *If the child makes an error on the practice, supply the correct answer and repeat the instructions to ensure the child understands.*		
item13_ex1 *(required)*	ITEM13_EX1 5…2	1	Correct
		0	Incorrect/Don't know
		-999	Refused to answer
item13_ex1feed	**Not really. When I say 5..2, you say «5» [pause] «2»**		
item13_ex1p2 *(required)*	**Let's practice again. Please listen carefully: 5…2**	1	Correct
		0	Incorrect/Don't know
		-999	Refused to answer
Consented > ITEM 13. SHORT TERM MEMORY (EXECUTIVE FUNCTION) > Practice			
item13_examp2	*Pause for one second in between each number in the sequence. For example « 6 » [pause] «1 »[pause] «3»* ***Please listen carefully: 6...1...3*** *If the child makes an error on the practice, supply the correct answer and repeat the instructions to ensure the child understands.*		
item13_ex2 *(required)*	ITEM13_EX2 6…1…3	1	Correct
		0	Incorrect/Don't know
		-999	Refused to answer
item13_ex2feed	**Not really. When I say 6…1…3, you say «6» [pause] «1» [pause] «3»**		
item13_ex2p2 *(required)*	**Let's practice again. Please listen carefully: 6…1…3**	1	Correct
		0	Incorrect/Don't know
		-999	Refused to answer
Consented > ITEM 13. SHORT TERM MEMORY (EXECUTIVE FUNCTION) > Assessment			

Field	Question	Answer	
item13_instructions	**Assessment:** **Madalla, yanzu zamu kara yin wasu, ki saurareni da kyau kuma kiyi iyakacin kokarin ki.** *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**		
tmp_item13_labs	SCORING	1	Correct
		0	Incorrect/Don't know
		-999	Refused to answer
item13a *(required)*	ITEM13A 1…6	1	Correct
		0	Incorrect/Don't know
		-999	Refused to answer
item13b *(required)*	ITEM13B 5…2…9	1	Correct
		0	Incorrect/Don't know
		-999	Refused to answer
item13c *(required)*	ITEM13C 8…3…1…4	1	Correct
		0	Incorrect/Don't know
		-999	Refused to answer
item13d *(required)*	ITEM13D 1…2…4…7…3	1	Correct
		0	Incorrect/Don't know
		-999	Refused to answer
Consented > ITEM 14. INHIBITORY CONTROL (SELF REGULATION)			
item14_head	# IDELA ITEMS **ITEM 14. INHIBITORY CONTROL (SELF REGULATION)** **Introduction:** **Yanzu mutashi tsaye,zamu kara yin wani wasa, wasan yana da bangare guda biyu, saurareni sosai sannan kiyi iyakaci kokarinki kiyi abunda na fada: Taba kanki.** *Assessor physically touches his/her head. Wait until the child has put both hands on his head.* **Nagode, yanzu taba yatsun kafafunki** *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.* **Yanzu za mu canza salon wannan wasan, za ki yi akasin abinda n ace, idan n ace kit aba kanki, maimakon kitaba kanki sai kit aba yatsun kafanki, idan nace ki taba yatsun kafarki sai kit aba kanki. Yanzu kinga za kiyi akasin abinda nace.**		
Consented > ITEM 14. INHIBITORY CONTROL (SELF REGULATION) > Practice			
item14p1_instr	**Practice:** **Me za kiyi idan nace ki taba "ki taba kanki"** *(assessor DOES NOT touch head anymore*		

Field	Question	Answer	
item14_ex1 *(required)*	ITEM14_EX1 Touch your head	2	Correct (touches toes immediately)
		1	Auto-correct (Touches toes after making mistake)
		0	Incorrect (Does not touch toes)
		-999	Refused to answer
item14_ex1feed	**Not really. When I say "Taba kanki", you touch your toes.** *(assessor touches his/her toes*		
item14_ex1p2 *(required)*	**Let's practice again. What do you do if I say "Taba kanki"?**	2	Correct (touches toes immediately)
		1	Auto-correct (Touches toes after making mistake)
		0	Incorrect (Does not touch toes)
		-999	Refused to answer
Consented > ITEM 14. INHIBITORY CONTROL (SELF REGULATION) > Practice			
item14p2_instr	**Practice:** **Me za kiyi idan nace ki taba "ki taba yatsun kafarki"** *(assessor DOES NOT touch toes anymore*		
item14_ex2 *(required)*	ITEM14_EX2 Touch your toes	2	Correct (touches head immediately)
		1	Auto-correct (Touches head after making mistake)
		0	Incorrect (Does not head toes)
		-999	Refused to answer
item14_ex2feed	**Not really. When I say "Taba yatsun kafafunki", you touch your head.** *(assessor touches his/her head*		
item14_ex2p2 *(required)*	**Let's practice again. What do you do if I say "Taba yatsun kafafunki"?**	2	Correct (touches head immediately)
		1	Auto-correct (Touches head after making mistake)
		0	Incorrect (Does not head toes)
		-999	Refused to answer
Consented > ITEM 14. INHIBITORY CONTROL (SELF REGULATION) > Assessment			
item14_instructions	Assessment: *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.* **Yanzu za mu cigaba da wannan wasan, ki saurara da kyau sannan kiyi akasin abinda nace** *DO NOT touch your head/toes and DO NOT provide feedback or extra explanations.*		
item14a *(required)*	ITEM14A Touch your head (Chid touches toes immediately/self-corrects)	2	Correct (touches head immediately)
		1	Auto-correct (Touches head after making mistake)
		0	Incorrect (Does not head toes)
		-999	Refused to answer
item14b *(required)*	ITEM14B Touch your toes (Chid touches head immediately/self-corrects)	2	Correct (touches head immediately)
		1	Auto-correct (Touches head after making mistake)
		0	Incorrect (Does not head toes)
		-999	Refused to answer

Field	Question	Answer	
item14c *(required)*	ITEM14C Touch your toes (Chid touches head immediately/self-corrects)	2	Correct (touches head immediately)
		1	Auto-correct (Touches head after making mistake)
		0	Incorrect (Does not head toes)
		-999	Refused to answer
item14d *(required)*	ITEM14D Touch your head (Chid touches toes immediately/self-corrects)	2	Correct (touches head immediately)
		1	Auto-correct (Touches head after making mistake)
		0	Incorrect (Does not head toes)
		-999	Refused to answer
item14e *(required)*	ITEM14E Touch your toes (Chid touches head immediately/self-corrects)	2	Correct (touches head immediately)
		1	Auto-correct (Touches head after making mistake)
		0	Incorrect (Does not head toes)
		-999	Refused to answer
Consented > ITEM 14. INHIBITORY CONTROL (SELF REGULATION) > Persistence/Engagement			
item14_pe_note	Persistence/Engagement		
item14aa *(required)*	ITEM14AA Child stays concentrated on the task at hand; not easily distracted	1	Yes
		0	No
item14bb *(required)*	ITEM14BB Child is motivated to complete task; does not want to stop the task.	1	Yes
		0	No
Consented > ITEM 15. EXPRESSIVE VOCABULARY (EMERGENT LITERACY)			
item15_head	**IDELA ITEMS** **ITEM 15. EXPRESSIVE VOCABULARY (EMERGENT LITERACY)** **Materials**: Nothing		
Consented > ITEM 15. EXPRESSIVE VOCABULARY (EMERGENT LITERACY) > ITEM 15 A			
item15a_instr	**Yanzu za mu gwada wasan kalmomi, yanzu ki yi tunanin za ki je kasuwa, sai ki fadi sunayen abubuwan abinci guda goma da zaa iya siyowa a kasuwa, bada sunaye iya yanda za ki iya tunani ni kuma zan cigaba da kirgawa.** *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,* **Kina iya tuna wasu kuma?** *When the child cannot think of more items, move on to the next question and say:*		
item15a *(required)*	ITEM15A Number of market items named (0-10) *Use -999 for refused to answer*		
Consented > ITEM 15. EXPRESSIVE VOCABULARY (EMERGENT LITERACY) > ITEM 15 B			
item15b_instr	**Yanzu inaso nasan wasu dabbobi ne kika sani. Gayamun sunan dabbobin da kika sani, ki fade su komi yawansu nikuma zan kirga.** *When the child pauses for 5 seconds or more, PROMPT ONCE by saying,* **Kina iya tuna wasu kuma?**		
item15b *(required)*	ITEM15B Number of animals named (0-10) *Use -999 for refused to answer*		
Consented > ITEM 16. PRINT AWARENESS (EMERGENT LITERACY)			

Field	Question	Answer	
item16_head	**IDELA ITEMS** **ITEM 16. PRINT AWARENESS (EMERGENT LITERACY)** **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.*		
item16a_instr	**Yanzu zamu duba littafi, ina neman taimakon ki. Ki nuna mun yanda za ki bude don mu karanta.** *If the child has no opened to a page with picture and text, turn to a page in the story with pictures and text.*		
item16a *(required)*	ITEM16A Child opens the book appropriately (turns book so words or picture are no longer upside down)	1	Correct
		0	Incorrect/Don't know
		-999	Refused to answer
Consented > ITEM 16. PRINT AWARENESS (EMERGENT LITERACY) > ITEM 16 B			
item16b_instr	**Yanzu nuna min daga inda zan fara karantawa.** *If the child has not pointed to the first word on the page, point to the first word on that page and say*		
item16b *(required)*	ITEM16B Child points to text on the page (can be the full sentence, the first word, the whole text)	1	Correct
		0	Incorrect/Don't know
		-999	Refused to answer
Consented > ITEM 16. PRINT AWARENESS (EMERGENT LITERACY) > ITEM 16 C			
item16c_instr	**Idan nafara karanta nan, toh gwada min da yatsan ki yadda zan cigaba da karantawa.**		
item16c *(required)*	ITEM16C Child shows direction of text	1	Correct
		0	Incorrect/Don't know
		-999	Refused to answer
item16c_instr_2	*Give the child a moment or two to look through the book if he/she wants before we move on to the next question.*		
Consented > ITEM 17. LETTER IDENTIFICATION (EMERGENT LITERACY)			
item17_head	 **IDELA ITEMS** **ITEM 17. LETTER IDENTIFICATION (EMERGENT LITERACY)** **Materials**: High frequency and medium frequency letter sheet *Show the child a copy of the letter chart.*		
Consented > ITEM 17. LETTER IDENTIFICATION (EMERGENT LITERACY) > Rows 1 & 2			
item17_r1r2_instr	**Za muyi wasa da harufa. zan nuna harufa inason ki gayamun sunayensu. Idan baki san su bah kiyi iyakan kokarin ki.** *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* **Wani haraffi ne wanan?** *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.		

Field	Question	Answer	
tmp_item17_r1r2_labs	SCORING	1	Correct
		0	Incorrect/Don't know
		-999	Refused to answer
item17a *(required)*	ITEM17A E	1	Correct
		0	Incorrect/Don't know
		-999	Refused to answer
item17b *(required)*	ITEM17B T	1	Correct
		0	Incorrect/Don't know
		-999	Refused to answer
item17c *(required)*	ITEM17C A	1	Correct
		0	Incorrect/Don't know
		-999	Refused to answer
item17d *(required)*	ITEM17D N	1	Correct
		0	Incorrect/Don't know
		-999	Refused to answer
item17e *(required)*	ITEM17E I	1	Correct
		0	Incorrect/Don't know
		-999	Refused to answer
item17f *(required)*	ITEM17F O	1	Correct
		0	Incorrect/Don't know
		-999	Refused to answer
item17g *(required)*	ITEM17G S	1	Correct
		0	Incorrect/Don't know
		-999	Refused to answer
item17h *(required)*	ITEM17H H	1	Correct
		0	Incorrect/Don't know
		-999	Refused to answer
item17i *(required)*	ITEM17I R	1	Correct
		0	Incorrect/Don't know
		-999	Refused to answer
item17j *(required)*	ITEM17J D	1	Correct
		0	Incorrect/Don't know
		-999	Refused to answer
Consented > ITEM 17. LETTER IDENTIFICATION (EMERGENT LITERACY) > Rows 3 & 4			
item17_r3r4_instr	**nagode yanzu zamu duba wasu haruffan, zan so na san wadanda ki ka sani.** *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.*		
tmp_item17_r3r4_labs	Scoring categories	1	Correct
		0	Incorrect/Don't know
		-999	Refused to answer
item17k *(required)*	ITEM17K L	1	Correct
		0	Incorrect/Don't know
		-999	Refused to answer
item17l *(required)*	ITEM17L C	1	Correct
		0	Incorrect/Don't know
		-999	Refused to answer
item17m *(required)*	ITEM17M U	1	Correct
		0	Incorrect/Don't know
		-999	Refused to answer
item17n *(required)*	ITEM17N M	1	Correct
		0	Incorrect/Don't know
		-999	Refused to answer
item17o *(required)*	ITEM17O F	1	Correct
		0	Incorrect/Don't know
		-999	Refused to answer
item17p *(required)*	ITEM17P G	1	Correct
		0	Incorrect/Don't know
		-999	Refused to answer

Field	Question	Answer	
item17q *(required)*	ITEM17Q W	1	Correct
		0	Incorrect/Don't know
		-999	Refused to answer
item17r *(required)*	ITEM17R B	1	Correct
		0	Incorrect/Don't know
		-999	Refused to answer
item17s *(required)*	ITEM17S Y	1	Correct
		0	Incorrect/Don't know
		-999	Refused to answer
item17t *(required)*	ITEM17T P	1	Correct
		0	Incorrect/Don't know
		-999	Refused to answer
Consented > ITEM 18. FIRST LETTER SOUNDS (EMERGENT LITERACY)			
item18_head	# IDELA ITEMS **ITEM 18. FIRST LETTER SOUNDS (EMERGENT LITERACY)** **Yanzu zamuyi wasa na saurare. Wannan yana Magana ne kan sauti cikin kalma. Misali kalman 'cat' yafara da /c/. /c/ shine sautin farko a cikin Kalmar cat. Yanzu ki ki saurari kalmomin da zan fada sai ki fada min wannene ya fara da sautin /c/. star, ball, cup.** **star, ball, or cup?**		
item18_ex1 *(required)*	Did the child gets the practice item right?	1	Yes
		0	No
item18_ex1feed	*Say:* **Cup ya fara da /c/ kamar cat**		
Consented > ITEM 18. FIRST LETTER SOUNDS (EMERGENT LITERACY) > ITEM 18 A			
item18a_instr	<u>**Assessment:**</u> **Yanzu zamu cigaba da wanan wasa. Kin shirya ?** *Repeat the list of words ONCE per question if needed and mark child's response.* **Kalmar 'sun' ya fara da /s/. toh yanzu saurari kalmomin da zan fadi ki fada min wannene ya fara da sautin /s/. bird, doll, soup.** ***Bird, Doll, Soup***		
item18a *(required)*	ITEM18A Child identifies /s/ word pair	1	Correct
		0	Incorrect/Don't know
		-999	Refused to answer
Consented > ITEM 18. FIRST LETTER SOUNDS (EMERGENT LITERACY) > ITEM 18 B			
item18b_instr	**Kalmar 'toy' ya fara da /t/. toh yanzu saurari kalmomin da zan fadi ki fada min wannene ya fara da sautin /t/. game, tool, fish.** **Game, Tool, Fish**		
item18b *(required)*	ITEM18B Child identifies /t/ word pair	1	Correct
		0	Incorrect/Don't know
		-999	Refused to answer
Consented > ITEM 18. FIRST LETTER SOUNDS (EMERGENT LITERACY) > ITEM 18 C			
item18c_instr	**Door /d/. Kalmar 'door' ta fara da /d/. toh yanzu saurari kalmomin da zan fadi ki fada min wannene ya fara da sautin /d/. dog, key, girl.** **Dog, Key, Girl**		
item18c *(required)*	ITEM18C Child identifies /d/ word pair	1	Correct
		0	Incorrect/Don't know
		-999	Refused to answer
Consented > ITEM 19. EMERGENT WRITING (EMERGENT LITERACY)			

Field	Question	Answer	
item19_head	# IDELA ITEMS ### ITEM 19. EMERGENT WRITING (EMERGENT LITERACY) **Time Estimate**: 2 minutes **Materials**: One blank page, pencil or pen		
item19_instr	**Yanzu zamuyi wasa mu yi rubutu. Kiyi kokari kirubuta muni sunan ki duk yanda kika iya. Kar ki damu ko bakiyi daidai ba. Kiyi kokarinki.** *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,* **Zamu cigaba da wa san mu**		
item19_timer	**Start Countdown Timer Here**		
item19a *(required)*	ITEM19A Writing level (0-4) *Guide: Wrote name = 4; Wrote letters = 3; Scribbled with order of forms like letters = 2; Wrote a design or scribbles without order = 1; Didn't write anything = 0*		
Consented > ITEM 20. ORAL COMPREHENSION (EMERGENT LITERACY)			
item20_head	# IDELA ITEMS ### ITEM 20. ORAL COMPREHENSION (EMERGENT LITERACY) **Materials**: Story below which can be adapted to the local context if needed.		
item20_instructions	**Yanzu zan baki wani labari mai dadi,bayan haka,zanyi miki wasu tambayoyi akan labarin,ki saurara da kyau kinji.** *Read out the story slowly, clearly and fluently.* **çera da Mussa** **A wani lokaci akwai wata katuwar mage,tana da hula mai launin ja a kanta. Wata rana tana bacci sai wani bera yazo a hankali ya sace mata hula. Da mage ta tashi sai taga an sace mata hula. Sai tayi fushi tafara neman bera. Bayan wani lokaci, berannan ya fada cikin tarko a karkashin teburi kuma ya kasa fita. Berannan yace ma mage "karki cinyeni zan maido miki da hularki idan kika barni". Da mage ta amshi hularta,tacema beran "dan Allah kada ka kara taba mini hula". Mage ta koma cikin baccinta cikin jin dadi.** **Yanzu zan yi maka tambayoyi bisa gatanar.** *Ask each question slowly and clearly. Each question may be repeated ONCE if needed.* *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.*		
Consented > ITEM 20. ORAL COMPREHENSION (EMERGENT LITERACY) > ITEM 20 A			
item20a_instr	**wane ne ya sace hulan mage?**		
item20a *(required)*	ITEM20A Who stole the cat's hat? (the mouse)	1	Correct
		0	Incorrect/Don't know
		-999	Refused to answer
Consented > ITEM 20. ORAL COMPREHENSION (EMERGENT LITERACY) > ITEM 20 B			
item20b_instr	**Mene ne kalan hular?**		
item20b *(required)*	ITEM20B "What color was the hat?" (red)	1	Correct
		0	Incorrect/Don't know
		-999	Refused to answer

Field	Question	Answer	
Consented > ITEM 20. ORAL COMPREHENSION (EMERGENT LITERACY) > ITEM 20 C			
item20c_instr	**me yasa magen yabi beran?**		
item20c *(required)*	ITEM20C "Why did the cat chase the mouse?" (because the mouse took/stole its hat)	1	Correct
		0	Incorrect/Don't know
		-999	Refused to answer
Consented > ITEM 20. ORAL COMPREHENSION (EMERGENT LITERACY) > ITEM 20 D			
item20d_instr	**Ina beran ya makale?**		
item20d *(required)*	ITEM20D "Where did the mouse get trapped?" (under the table)	1	Correct
		0	Incorrect/Don't know
		-999	Refused to answer
Consented > ITEM 20. ORAL COMPREHENSION (EMERGENT LITERACY) > ITEM 20 E			
item20e_instr	**meyasa magen be cinye beran ba?**		
item20e *(required)*	ITEM20E "Why did the cat decide not to eat the mouse?" (because the mouse gave back the hat)	1	Correct
		0	Incorrect/Don't know
		-999	Refused to answer
Consented > ITEM 20. ORAL COMPREHENSION (EMERGENT LITERACY) > Persistence/Engagement			
item20_pe_note	Persistence/Engagement		
item20aa *(required)*	ITEM20AA Child stays concentrated on the task at hand; not easily distracted	1	Yes
		0	No
item20bb *(required)*	ITEM20BB Child is motivated to complete task; does not want to stop the task.	1	Yes
		0	No
Consented > ITEM 21. COPYING A SHAPE (FINE MOTOR)			
item21_head	 **IDELA ITEMS** **ITEM 21. COPYING A SHAPE (FINE MOTOR)** **Materials**: Pencil and Paper, Picture card with with a triangle.		
item21_instr	*Show the child the picture of a triangle and say* **Zamuyi wani zane. Wani yazana wanan hoton. Kiyi kokari ki zana irin wanan hoton a takardan nan.**		
item21a *(required)*	ITEM21A Number of closed corners, no gaps (0, 1, 2, 3) If child draws a square or other figures with multiple corners, mark correct for 3 corners. *No response or don't know 999*		
item21b *(required)*	ITEM21B Resembles closely the picture (diagonals, relatively straight lines) If child draws a square or other figures with multiple corners, mark incorrect for resembling a triangle.	1	Yes
		0	No
Consented > ITEM 22. DRAWING A PERSON (FINE MOTOR)			
item22_head	**IDELA ITEMS** **ITEM 22. DRAWING A PERSON (FINE MOTOR)** **Time Estimate**: 2 minutes **Materials**: Pencil, Paper		

Field	Question	Answer	
item22_instr	*Give the pencil and paper to the child.* **Ina da wasan zane dazakiyi mani don allah ki zana mani hoton yaro ko yarinya tana tsaye. .** *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:* **Zamu cigaba da aikin mu na gaba.** *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*		
item22_timer	**Start Countdown Timer Here**		
Consented > ITEM 22. DRAWING A PERSON (FINE MOTOR) > Assessment			
tmp_item22_labs	Score Points	1	Correct
		0	Incorrect/Don't know
		-999	Refused to answer
item22a *(required)*	ITEM22A Child draws a head	1	Correct
		0	Incorrect/Don't know
		-999	Refused to answer
item22b *(required)*	ITEM22B Child draws a trunk/body	1	Correct
		0	Incorrect/Don't know
		-999	Refused to answer
item22c *(required)*	ITEM22C Child draws arms	1	Correct
		0	Incorrect/Don't know
		-999	Refused to answer
item22d *(required)*	ITEM22D Child draws legs	1	Correct
		0	Incorrect/Don't know
		-999	Refused to answer
item22e *(required)*	ITEM22E Child draws 1 facial feature	1	Correct
		0	Incorrect/Don't know
		-999	Refused to answer
item22f *(required)*	ITEM22F Child draws 2 facial feature	1	Correct
		0	Incorrect/Don't know
		-999	Refused to answer
item22g *(required)*	ITEM22G Child draws hands	1	Correct
		0	Incorrect/Don't know
		-999	Refused to answer
item22h *(required)*	ITEM22H Child draws feet	1	Correct
		0	Incorrect/Don't know
		-999	Refused to answer
Consented > ITEM 22. DRAWING A PERSON (FINE MOTOR) > Persistence/Engagement			
item22_pe_note	Persistence/Engagement		
item22aa *(required)*	ITEM22AA Child stays concentrated on the task at hand; not easily distracted	1	Yes
		0	No
item22_bb *(required)*	ITEM22_BB Child is motivated to complete task; does not want to stop the task.	1	Yes
		0	No
Consented > ITEM 23. FOLDING PAPER (FINE MOTOR)			
item23_head	 # IDELA ITEMS **ITEM 23. FOLDING PAPER (FINE MOTOR)** **Materials**: A 20 x 20 cm. piece of paper		

Field	Question	Answer
item23_instr	**Yanzu zamuyi wasan nade takarda.** **Zan baki takarda, kuma nima zan dauki tawa takardar , sai ki sa ido ki duba sosai yarda zan nade tawa takarda kema ki nade taki yarda nayi.** **Don Allah ki bi ni daki-daki kiyi kokari ki yi shi da lura** *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.*	
Consented > ITEM 23. FOLDING PAPER (FINE MOTOR) > Assessment		
item23a *(required)*	ITEM23A Number of steps child folded precisely /correctly (within 1 cm) (0-4) *Enter 999 for refused to answer*	
Consented > ITEM 23. FOLDING PAPER (FINE MOTOR) > Persistence/Engagement		
item23_pe_note	Persistence/Engagement	
item23aa *(required)*	ITEM23AA Child stays concentrated on the task at hand; not easily distracted	1 Yes 0 No
item23_bb *(required)*	ITEM23_BB Child is motivated to complete task; does not want to stop the task.	1 Yes 0 No
Consented > ITEM 24. HOPPING (GROSS MOTOR)		
item24_head	**ITEM 24. HOPPING (GROSS MOTOR)** **Materials**: None **Zamu yi wasan karshe. Inason ki tsaya akan kafa daya dama ko hagu duk wadda kikeso, sai ki yi tsalle haka, haka…… ki yi kokari kiyi tsalle dai dai iyawanki. ...** *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.*	
item24 *(required)*	ITEM24 Number of steps hopped (0-10) *Enter 999 for refused to answer*	
Consented > Overall Observation of Child		
ob_head	# OVERALL OBSERVATION OF CHILD Based on your observation of the child throughout the assessment, answer the following questions as carefully as possible.	
oba *(required)*	OBA Did the child pay attention to the instructions and demonstrations throughout the assessment?	1 Almost never 2 Sometimes 3 Often 4 Almost always
obb *(required)*	OBB Did child show confidence when completing activities; did not show hesitation.	1 Almost never 2 Sometimes 3 Often 4 Almost always

Field	Question	Answer	
obc *(required)*	OBC Did the child stay concentrated and on task during the activities and was not easily distracted?	1	Almost never
		2	Sometimes
		3	Often
		4	Almost always
obd *(required)*	OBD Was child careful and diligent on tasks? Was child interested in accuracy?	1	Almost never
		2	Sometimes
		3	Often
		4	Almost always
obe *(required)*	OBE Did child show pleasure in accomplishing specific tasks?	1	Almost never
		2	Sometimes
		3	Often
		4	Almost always
obf *(required)*	OBF Was child motivated to complete tasks? Did not give up quickly or want to stop the task?	1	Almost never
		2	Sometimes
		3	Often
		4	Almost always
obg *(required)*	OBG Was the child interested and curious about the tasks throughout the assessment?	1	Almost never
		2	Sometimes
		3	Often
		4	Almost always
ob_h *(required)*	OB_H Was there any specific challenge to this assessment?	1	Yes
		0	No
ob_i *(required)*	OB_I Select the challenge (s)	1	Interruptions from other people
		2	Too noisy
		3	Environment not conducive
		4	Child was restless and unstable
		-666	Other (specify)
ob_i_osp *(required)*	OB_I_OSP Specify other the challenge		
exit_note	EXIT_NOTE *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 quickly review your scores*		
B2 *(required)*	B2 In which language was the assessment conducted?	1	English only
		2	Hausa
		3	Mixed
B3 *(required)*	B3 Outcome of the child assessment.	1	Refused
		2	Completed
		3	Partially completed
		4	Not available (e.g. sick, absent from school)
		5	Incapacitated
		6	Sample loss i.e. child no longer in KG/school
		7	Other
B3_ospec *(required)*	B3_OSPEC Please specify		
B4 *(required)*	B4 If refused, why?		
B5 *(required)*	B5 Why is the assessment incomplete?		
comments	COMMENTS [a2], Add General Comments Here if Any		