PSL_Midline_Sibling Test

Field	Question	Answer	
pre-interview			
interviewdate *(required)*	Date Interview was started *Select from Calendar* 　Response constrained to: .>=date('2017-05-08') and .<=date('2017-08-30')		
Z.2a *(required)*	Team code 　Response constrained to: .>0 and .<18		
Z.2b *(required)*	Please enter your Enumerator ID 　Response constrained to: .>9 and .<180		
enumid *(required)*	Please select if this is your name. *If not, go back and correct the ID number you entered.* 　Response constrained to: .= ${Z.2b}	code	name
countyid *(required)*	Please select the county	county_num	county
districtid *(required)*	Please select the district	district_num	district
schoolid *(required)*	School Name *If the school does not show up, please go back and verify you entered the correct county and district*	schoolid	school_name
resample_or *(required)*	ENUMERATOR: Were you asked by your Team Leader/Field Manager to sample new students from this school? For most cases, the answer is no 　Question relevant when: ${schoolid} !=110142 and ${schoolid} !=20284	1	Yes
		0	No
note_kendeja_gwe	Remember, you need to sample students for this schools. You were given a table with student names. Please seek your team leader 　Question relevant when: ${schoolid} =110142 or ${schoolid} =20284		
student_details			
student_name *(required)*	What is the focus child's name? *Enumerator: Select one from the list* 　Question relevant when: ${resample} =0	fullid	studentname
firstname1 *(required)*	First Name of focus child 　Question relevant when: ${resample} =1		
lastname1 *(required)*	Last Name of focus child 　Question relevant when: ${resample} =1		
studentid *(required)*	Student Serial Number *Record from the 2015/2016 enrollment log.* 　Question relevant when: ${resample} =1 　Response constrained to: .>0 and .<1000		
sibling_details	Now refer to the PAPER HOUSEHOLD ROSTER for the details of the sibling/child being interviewed. Remember that this child should only be interviewed if he/she is between 4 and 8 years of age.		
sibling_name *(required)*	First name of sibling/child		
sibling_surname *(required)*	Last name of sibling/child		
sibling_id *(required)*	Sibling ID *Enter the ID for this child from the Household Roster.* 　Response constrained to: .>0 and .<50		
sibling_id_warning	Are you sure that's the right Sibling ID? Sibling IDs are rarely higher than 20. Please double check. 　Question relevant when: ${sibling_id} >20		
stavailability *(required)*	Is [sibling_name] available for the test?	1	Present
		2	Absent
		3	Present, but does not understand English
		4	Present, but has already been tested
Informed Consent 　Group relevant when: ${stavailability} =1			
student_assentnote	ENUMERATOR: Collect the student and find a quiet place at his/her home to sit *Wait for the student to get settled and then read the assent.*		
assent_note1	Assent *Hello my name is [enumname]. I am from an NGO called Innovations for Poverty Action (IPA). I would like to see if you can read some stories for me and also do some math for me. You are free to choose if you want to participate or not. You can also skip questions if you do not want to answer. This will take not more than half an*		

Field	Description	Code	Label
	hour. We may return in a few years but you can choose not to take part in any of the follow-up interviews. To help us find you in the future; we will ask to take your picture and for your parent's phone number(s). If you do not want to give us this information and take your picture, that is ok, just let us know. Tell your parents, if you are worried or unhappy about anything that happens during this session. Do you have any questions or concerns about anything that I have said? If yes, please let me know now.		
assent_resp *(required)*	COMFIRMATION OF SIBLING ASSENT *May we have your permission to speak with you?*	1	Yes
		0	No
enum_assent *(required)*	ENUMERATOR CONFIRMATION OF ASSENT: Did the sibling/child agree to participate? *If the sibling/child did NOT agree to participate, STOP the survey.* Response constrained to: ${enum_assent} = ${assent_resp}	1	Yes
		0	No
consent_warning2	This is not allowed. Go back and check if the respondent agreed to participate or not. Question relevant when: (${enum_assent} =1 and ${assent_resp} =2) or (${enum_assent} =2 and ${assent_resp} =1)		
assent_enum_sig *(required)*	ENUMERATOR SIGNATURE: *BY SIGNING HERE, I CONFIRM THAT I HAVE EXPLAINED THE NATURE AND EXTENT OF THE PLANNED RESEARCH, STUDY PROCEDURES, POTENTIAL RISKS AND BENEFITS, AND CONFIDENTIALITY OF PERSONAL INFORMATION, AND THAT THE RESPONDENT (STUDENT) HAS GIVEN HIS/HER VERBAL CONSENT TO PARTICIPATE.* Question relevant when: ${assent_resp} =1 and ${enum_assent} =1		

Begin Interview
Group relevant when: ${assent_resp} =1 and ${enum_assent} =1

Begin Interview > Student Assessment and Survey

Begin Interview > Student Assessment and Survey > general_instruction

Field	Description	Code	Label
note_pretest	ENUMERATOR INSTRUCTIONS: *It is important to keep the child relaxed throughout the assessment. The assessment should feel more like a game to the student, rather than a formal test. Before starting the assessments, do your best to put the child at ease and encourage the student to enjoy him/herself. Remind the student that none of his/her responses will be shared with anyone. Wait for the child to get settled. When the student is ready, ask him/her if s/he is ready to get started with some preference questions After you have finished, thank the child for his/her time and effort.*		

Begin Interview > Student Assessment and Survey > reading_test

Field	Description	Code	Label
begin_reading	SAY TO THE CHILD: I am going to start by asking you some English and reading questions		

Begin Interview > Student Assessment and Survey > reading_test > Section 1: Object Identification

Field	Description	Code	Label
note_object	ENUMERATOR: Show the child the images on page 2 of the student handbook. *SAY TO THE CHILD: Here are 2 images. I would like you to tell me the NAMES of these images as you can. For example, the first image [ENUMERATOR: point to the bird] is a bird.*		
object_id *(required)*	Now you try. Please tell me what this image is [ENUMERATOR: point to dog]. *ENUMERATOR: Did the child correctly named the example image as [DOG]?*	1	Yes
		0	No
note_example1	Good, that image is a dog. Question relevant when: ${object_id} =1		
note_example2	That image is a dog. Question relevant when: ${object_id} =0		
note_object2	[ENUMERATOR: Turn to page 3 of the student handbook] SAY TO THE CHILD: Now here are some more pictures. I want you to point to each picture and tell me what is it. *ENUMERATOR INSTRUCTIONS: This is NOT a timed exercise. Stay quiet while the child is answering, unless: the child hesitates for 5 seconds -> then point to the next image and say "please go on." Mark the image you provide to the child as incorrect.*		

Begin Interview > Student Assessment and Survey > reading_test > Section 1: Object Identification > objects_1

Field	Description	Code	Label
note_objectstart	SAY TO CHILD: Ready? You may begin. *ENUMERATOR INSTRUCTIONS: For each of the images, indicate whether or not the child correctly identified the object.*		
objectid1 *(required)*	Mouse/Rat *Rat or Opposum are acceptable.*	1	Correct
		0	Incorrect
		-88	Don't Know
objectid2 *(required)*	Chicken/Hen *Hen or Rooster are acceptable*	1	Correct
		0	Incorrect
		-88	Don't Know
objectid3 *(required)*	Apple	1	Correct
		0	Incorrect
		-88	Don't Know
objectid4 *(required)*	Table	1	Correct
		0	Incorrect
		-88	Don't Know
note_scroll	ENUMERATOR: Scroll to next page for second row		

Begin Interview > Student Assessment and Survey > reading_test > Section 1: Object Identification > Objects 2

Group relevant when: ${objectid1} =1 or ${objectid2} =1 or ${objectid3} =1 or ${objectid4} =1			
note_objects2	ENUMERATOR INSTRUCTIONS: *For each of the objects, indicate whether or not the child correctly identified the object.*		
objectid5 *(required)*	Shirt *Coat is acceptable*	1	Correct
		0	Incorrect
		-88	Don't Know
objectid6 *(required)*	Cow *Buffalo or Ox are acceptable*	1	Correct
		0	Incorrect
		-88	Don't Know
Begin Interview > Student Assessment and Survey > reading_test > Section 2: Letter Name Identificiaton			
note_letters1	ENUMERATOR: Show the child the letters on page 3 of the student handbook. *SAY TO CHILD: Here is a page full of letters of the alphabet. Please tell me the NAMES of as many letters as you can – NOT the sounds of the letters, but the names. For example, the name of this letter is "C". [ENUMERATOR: POINT TO "C"]*		
letterex1 *(required)*	Now you try. Tell me the name of this letter [ENUMERATOR: POINT TO A] *ENUMERATOR OBSERVATION: Did the child correctly identify the letter as "A"?*	1	Yes
		0	No
note_letterex1	Good, the name of this letter is "A" *Question relevant when: ${letterex1} =1*		
note_letterex2	The name of this letter is "A" *Question relevant when: ${letterex1} =0*		
letterex2 *(required)*	Now try another. Tell me the name of this letter. [ENUMERATOR: POINT TO K] *OBSERVE: Did the child correctly identify the letter as "K"?*	1	Yes
		0	No
note_letterex3	Good, the name of this letter is "K" *Question relevant when: ${letterex2} =1*		
note_letterex4	The name of this letter is "K" *Question relevant when: ${letterex2} =0*		
Begin Interview > Student Assessment and Survey > reading_test > Section 2: Letter Name Identificiaton > Letters Test			
Group relevant when: not(${letterex1} = 0 and ${letterex2} = 0)			
note_letter_identtest	When I say "begin", name the letters as best you can. Do you understand what you are supposed to do? Start from here [POINT TO THE FIRST LETTER] and read through the lines to the last letter [POINT TO THE LAST LETTER] unless I say stop. I want you to keep reading. You do not need to wait for me to say go on. *ENUMERATOR INSTRUCTIONS: Set the timer on 1 minute. Stay quiet while the child is answering, UNLESS: the child hesitates for 5 seconds -> then point to the next letter and say "please go on." Mark that letter as incorrect. Pause the stopwatch if the student ends early (you will need this later) EARLY STOP RULE: If the child does not give a single correct response on the first line, say "thank you", draw a line through the first row, discontinue this exercise, and check the box "exercise was discontinued" in your tablet.*		
letter_ident_complete *(required)*	Did the child complete the exercise?	1	Yes - With time remaining
		2	No - Time expired before child completed the exercise
		3	Exercise was discontinued - Child did NOT have any correct answers in the first row
letters_timeremaining *(required)*	How much time was remaining? (in seconds) *Write down the amount of time remaining on your stop watch.* *Question relevant when: ${letter_ident_complete} =1* *Response constrained to: .>0 and .<50*		
Begin Interview > Student Assessment and Survey > reading_test > Section 2: Letter Name Identificiaton > Letters Test > letters_stop			
Group relevant when: ${letter_ident_complete} =2			
note_letters_stop	Which line (1-10) and letter (1-10) did the child stop at? *This should be where you drew the bracket for the last letter attempted.*		
letters_stop1 *(required)*	Line *Response constrained to: .>0 and .<=10*		
letters_stop2 *(required)*	Letter *Response constrained to: .>0 and .<=10*		

letters_incorrect *(required)*	How many letters did the child INCORRECTLY name?		
	Count up the number of slashes		
	Question relevant when: not(${letter_ident_complete} =3)		
	Response constrained to: .>=0 and .<=100		

Begin Interview > Student Assessment and Survey > reading_test > Section 4: Familiar Word Identification
Group relevant when: not(${letterex1} = 0 and ${letterex2} = 0) and not(${letter_ident_complete} = 3)

note_words1	ENUMERATOR: Show the child the set of words on page 4 of the student handbook.		
	SAY TO THE CHILD: Here is a page full of words. I would like you to READ as many of the words as you can (you do not need to spell them, just read them).		
wordsexample1 *(required)*	For example, can you read the first word?	1	Yes
		0	No
	[ENUMERATOR: POINT TO "MAT"]		
	ENUMERATOR OBSERVATION: Did the child correctly read the word "mat"?		
note_wordsex1	Good, this word is "mat"		
	Question relevant when: ${wordsexample1} =1		
note_wordsex2	This word is "mat"		
	Question relevant when: ${wordsexample1} =0		
wordsexample2 *(required)*	Now try another. Please read this word.	1	Yes
		0	No
	[ENUMERATOR: POINT TO "BOY"]		
	ENUMERATOR OBSERVATION: Did the child correctly read the word "boy"?		
note_wordsex3	Good, this word is "boy"		
	Question relevant when: ${wordsexample2} =1		
note_wordsex4	This word is "boy"		
	Question relevant when: ${wordsexample2} =0		

Begin Interview > Student Assessment and Survey > reading_test > Section 4: Familiar Word Identification > Words Test
Group relevant when: not(${wordsexample1} =0 and ${wordsexample2} =0)

notes_words2	Do you understand what you are supposed to do? When I say "begin", read the words as best you can.		
	I want you to keep reading. You do not need to wait for me to say go on. I will keep quiet and listen to you, unless you need help.		
	ENUMERATOR INSTRUCTIONS: Set the timer on 1 minute. Stay quiet while the child is answering, UNLESS: the child hesitates for 5 seconds -> then point to the next word and say "please go on." Mark that word as incorrect. Pause the stopwatch if the student ends early (you will need this later) EARLY STOP RULE: If the child does not give a single correct response on the first line, say "thank you", draw a line through the first row, discontinue this exercise, and check the box "exercise was discontinued" in your tablet.		
words_complete *(required)*	ENUMERATOR OBSERVATION: Did the child complete the exercise?	1	Yes - With time remaining
		2	No - Time expired before child completed the exercise
		3	Exercise was discontinued - Child did NOT have any correct answers in the first row
words_timeremaining *(required)*	How much time was remaining? (in seconds)		
	Write down the amount of time remaining on your stop watch.		
	Question relevant when: ${words_complete} =1		
	Response constrained to: .>=0 and .<60		

Begin Interview > Student Assessment and Survey > reading_test > Section 4: Familiar Word Identification > Words Test > words_stop
Group relevant when: ${words_complete} =2

note_words_stop	Which line (1-10) and word (1-5) did the child stop at?		
	This should be where you drew the bracket for the last letter attempted.		
words_stop1 *(required)*	Line		
	Response constrained to: .>=1 and .<=10		
words_stop2 *(required)*	Word		
	Response constrained to: (.>=1 and .<=5)		
words_incorrect *(required)*	How many words did the child INCORRECTLY name?		
	Count up the number of slashes		
	Question relevant when: ${words_complete} =1 or ${words_complete} =2		
	Response constrained to: (.>=0 and .<=50)		
words_spelling *(required)*	Did the child spell the words out loud before reading them?	1	Yes
		0	No

Begin Interview > Student Assessment and Survey > reading_test > Oral Reading & Comprehension

Begin Interview > Student Assessment and Survey > reading_test > Oral Reading & Comprehension > Section 6: Oral Reading & Comprehension - Level 1
Group relevant when: not(${wordsexample1} = 0 and ${wordsexample2} = 0) and not(${words_complete} = 3)

note_reading1	Next, I will show you a short story that I would like you to read. When you finish, I will ask you some questions about what you have read.		
note_reading2	SAY TO THE CHILD: Ready? You may begin *ENUMERATOR: Set the timer on 1 minute. Stay quiet while the child is reading the story. When the timer reaches 0, say "stop". ENUMERATOR: TURN TO PAGE 8 of the handbook to display the story to the child.*		

Begin Interview > Student Assessment and Survey > reading_test > Oral Reading & Comprehension > Section 6: Oral Reading & Comprehension - Level 1 > Reading Comprehension Questions

reading_story1	Show the child the "wild cat" story in PAGE 8 of the handbook *After the child has read the story, ask the following questions in your tablet. Ask the child these questions OUT LOUD: SAY TO THE CHILD: Now I'm going to ask you some questions about the story that you just read. Try to remember what you have read to answer the questions*		
reading_style *(required)*	Did the child read the story out loud or silently in his/her heart? *ENUMERATOR: Mark '-88' if you were unable to tell if the child's reading style.*	1	Read it out loud
		2	Read it silently
		3	Did not try reading at all
		4	A mix of reading it out loud and silently
		-88	Can't say/Don't Know
reading_level1_comp1 *(required)*	Where did the wild cat run? *ENUMERATOR OBSERVATION: Did the child correctly answer the question? [Correct answer: the bush]*	1	Correct
		0	Incorrect
		-88	Don't Know
reading_level1_comp2 *(required)*	What did the father use to chase the wild cat away? *ENUMERATOR OBSERVATION: Did the child correctly answer the question? [CORRECT Answer: A stick]*	1	Correct
		0	Incorrect
		-88	Don't Know

Begin Interview > Student Assessment and Survey > reading_test > Oral Reading & Comprehension > Section 8: Oral Reading & Comprehension - Level 2

Group relevant when: ${reading_level1_comp1} =1 or ${reading_level1_comp2} =1

note_reading4	Now, I will show you another short story that I want you to read. Again, when you finish, I will ask you some questions about what you have read.		
note_reading5	SAY TO THE CHILD: Ready? You may begin *ENUMERATOR: Set the timer on 1 minute. Stay quiet while the child is reading the story. When the timer reaches 0, say "stop". ENUMERATOR: TURN TO PAGE 9 of the handbook to display the story to the child.*		

Begin Interview > Student Assessment and Survey > reading_test > Oral Reading & Comprehension > Section 8: Oral Reading & Comprehension - Level 2 > Reading Comprehension Questions

reading_story2	Show the child the "giraffe story" in PAGE 9 of the handbook *ENUMERATOR: Take the story from the child SAY TO THE CHILD: Now I'm going to ask you some questions about the story that you just read. Try to remember what you read to answer the questions.*		
reading_level2_comp1 *(required)*	What did the animals talk about every morning? *ENUMERATOR OBSERVATION: Did the child correctly answer the question? Correct answer =The jungle news Hint: Accept the answer if the child says 'news'*	1	Correct
		0	Incorrect
		-88	Don't Know
reading_level2_comp2 *(required)*	Why didn't anyone listen to the giraffe? *ENUMERATOR OBSERVATION: Did the child correctly answer the question? Correct answer = He/she/it was too tall.*	1	Correct
		0	Incorrect
		-88	Don't Know

Begin Interview > Student Assessment and Survey > reading_test > Listening Comprehension

Begin Interview > Student Assessment and Survey > reading_test > Listening Comprehension > Section 9: Listening Comprehension - Level 1

note_listening1	This is a listening exercise. I'm going to have you listen to a short story. I will play the story for you on my tablet. I will do this ONLY once. Then I will ask you some questions. Please listen carefully and answer the questions as best you can. *There is NO accompanying student sheet in the student handbook for this exercise. ENUMERATOR INSTRUCTIONS: This is NOT a timed exercise. Click the play button on the next screen to play the audio file. Make sure the volume is turned up on your device. Click the "play" button to start the audio file. If the audio file does not work, read the story below slowly to the child.*		
listening_comp_story1	LISTENING COMPREHENSION STORY:		
listening_question	ENUMERATOR SAY: Now I am going to ask you a few questions about the story you just listened to.		
listening_quest1 *(required)*	Who is Paul's favorite football player? *ENUMERATOR OBSERVATION: Did the child correctly answer the question? CORRECT ANSWER: RONALDO*	1	Correct
		0	Incorrect
		-88	Don't Know
listening_quest2 *(required)*	Who bought Paul a new football? *ENUMERATOR OBSERVATION: Did the child correctly answer the question? Correct answer = His mother*	1	Correct
		0	Incorrect
		-88	Don't Know

Begin Interview > Student Assessment and Survey > reading_test > Listening Comprehension > Section 10: Listening Comprehension - Level 2

Group relevant when: ${listening_quest1} =1 or ${listening_quest2} =1

listening_note3	Now, you are going to hear another story. Again, I will play this story ONLY once. Then I will ask you some questions. Please listen carefully and answer the questions as best you can.		

	There is NO accompanying student sheet in the student handbook for this exercise. ENUMERATOR INSTRUCTIONS: This is NOT a timed exercise. Click the play button on the next screen to play the audio file. Make sure the volume is turned up on your device. Click the "play" button to start the audio file. If the audio file does not work, read the story below slowly to the child.	

listening_story2	LISTENING COMPREHENSION STORY:			
listening_note5	Now I'm going to ask you some questions about the story that you just listened to. Please try to answer these questions as best you can.			
listening_quest3 *(required)*	Where do the hunter and his son live? *ENUMERATOR OBSERVATION: Did the child correctly answer the question? Correct answer = Kakata*	1	Correct	
		0	Incorrect	
		-88	Don't Know	
listening_quest4 *(required)*	What animals are in the forest? *ENUMERATOR OBSERVATION: Did the child correctly answer the question? Correct answer = Lions, elephants, and snakes ENUMERATOR: Mark this question as 'correct' as long as student answers with one of the animals.*	1	Correct	
		0	Incorrect	
		-88	Don't Know	
listening_quest5 *(required)*	Why do people in the village like the hunter and his son? *ENUMERATOR OBSERVATION: Did the child correctly answer the question? Correct answer = They share their meat with everyone.*	1	Correct	
		0	Incorrect	
		-88	Don't Know	

Begin Interview > Student Assessment and Survey > Math Test

note_begin_math	Now, I'm going to ask you some math questions.	

Begin Interview > Student Assessment and Survey > Math Test > Section 1: Object and Number Relation

note_numrelation1	SAY TO THE CHILD: I want you to return to me the number of beans I ask you from the pile in your hand. *Hand the child 15 beans.*		
numrelationexample *(required)*	Let's start with an example [ENUMERATOR: point to the beans in the child's hand]. Can you give me 3 beans from your hand? *[ENUMERATOR: POINT TO THE BEANS/MARBLES in Child's hand] Did the child correctly hand you 3 beans?*	1	Yes
		0	No
note_numrelationex1	Good, thank you. *Question relevant when: ${numrelationexample} =1*		
note_numrelationex2	These are three beans. *[ENUMERATOR: Count slowly and demonstrate to the child]* *Question relevant when: ${numrelationexample} =0*		
note_numrelation2	ASK CHILD: Do you understand what you are supposed to do? *This is NOT a timed exercise. Stay quiet while the child is answering, unless: the child hesitates for 5 seconds -> then give the answer, point to the next image and say "please go on." Mark the answer you provide to the child as incorrect.*		
numrelation1 *(required)*	Ready? Can you give me 5 beans from your hand? [ENUMERATOR: POINT TO THE HAND WITH THE BEANS] *ENUMERATOR OBSERVATION: Did the child do this correctly? CORRECT ANSWER = 5 (FIVE) Return the beans to the child before the next question*	1	Yes
		0	No
numrelation2 *(required)*	Can you give me 8 beans from your hand? [ENUMERATOR: POINT TO THE HAND WITH THE BEANS] *ENUMERATOR OBSERVATION: Did the child do this correctly? CORRECT ANSWER = 8 (EIGHT) Return the beans to the child before the next question*	1	Yes
		0	No
numrelation3 *(required)*	Can you give me 13 beans in my hand? [ENUMERATOR: POINT TO THE HAND WITH THE BEANS] *ENUMERATOR OBSERVATION: Did the child do this correctly? CORRECT ANSWER = 13 (THIRTEEN)*	1	Yes
		0	No

Begin Interview > Student Assessment and Survey > Math Test > Section 2: Number Identification

note_number1	ENUMERATOR: Show the child the numbers on page 1 of the student handbook *SAY TO THE CHILD: Here is a page full of numbers. I want you to point to each number and tell me what number it is.*		
numberexample1 *(required)*	For example, what number is this? [ENUMERATOR: POINT TO 2] *ENUMERATOR OBSERVATION: Did the child correctly identify the number as "TWO"?*	1	Yes
		0	No
note_numberex1	Good, that number is two. *Question relevant when: ${numberexample1} =1*		
note_numberex2	That number is two. *Question relevant when: ${numberexample1} =0*		
numberexample2 *(required)*	Let's do another. Tell me what number this is. [ENUMERATOR: POINT TO 17]. *ENUMERATOR OBSERVATION: Did the child correctly identify the number as "seventeen"?*	1	Yes
		0	No

note_numberex3	Good, that number is seventeen. *Question relevant when: ${numberexample2} =1*	
note_numberex4	That number is seventeen. *Question relevant when: ${numberexample2} =0*	

Begin Interview > Student Assessment and Survey > Math Test > Section 2: Number Identification > numbers_test
Group relevant when: ${numberexample1} =1 or ${numberexample2} =1

note_number2	When I say "begin", name the numbers as best you can. Do you understand what you are supposed to do? I will tell you when to begin and when to stop. ENUMERATOR INSTRUCTIONS: Set the timer on 1 minute. Stay quiet while the child is answering, UNLESS: the child hesitates for 5 seconds -> then provide the name of the number, point to the next number and say "please go on." Mark the number you provide to the child as incorrect. Pause the stopwatch if the student ends early (you will need this later) EARLY STOP RULE: If the child does not give a single correct response on the FIRST LINE, say "thank you", draw a line through the first row, discontinue this exercise, and check the box "exercise was discontinued" in your tablet.		
number_complete *(required)*	ENUMERATOR OBSERVATION: Did the child complete the exercise?	1	Yes - With time remaining
		2	No - Time expired before child completed the exercise
		3	Exercise was discontinued - Child did NOT have any correct answers in the first row
number_timeremaining *(required)*	How much time was remaining? (in seconds) *Write down the amount of time remaining on your stop watch.* *Question relevant when: ${number_complete} =1* *Response constrained to: (.>=0 and .<=50)*		

Begin Interview > Student Assessment and Survey > Math Test > Section 2: Number Identification > numbers_test > number_stop
Group relevant when: ${number_complete} =2

note_number_stop	Which line (1-6) and number (1-5) did the child stop at? *This should be where you drew the bracket for the last number attempted.*	
number_stop1 *(required)*	Line *Response constrained to: (.>=1 and .<=6)*	
number_stop2 *(required)*	Number *Response constrained to: (.>=1 and .<=5)*	
number_incorrect *(required)*	How many numbers did the child INCORRECLTY identify? *Count up the number of slashes* *Question relevant when: ${number_complete} =1 or ${number_complete} =2* *Response constrained to: (.>=0 and .<=30)*	

Begin Interview > Student Assessment and Survey > Math Test > Section 3: Number Discrimination

note_numdiscrim1	ENUMERATOR: Show the child the numbers on page 3 of the student handbook *SAY TO THE CHILD: Now I will show you some numbers. I will point to two numbers at a time and I want you to tell me which number is bigger.*		
numdiscrimexample1 *(required)*	For example, look at these numbers [ENUMERATOR: POINT TO 3 AND 8] ASK CHILD: Tell me which number is bigger. *ENUMERATOR OBSERVATION: Did the child correctly identify 8 as the larger number? NOTE: Child can either say "eight" or point to the number 8 on the page. Both are correct.*	1	Yes
		0	No
note_numdiscrimexample1	That's correct, eight is bigger than three. *Question relevant when: ${numdiscrimexample1} =1*		
note_numdiscrimexample2	Eight is bigger than three. *Question relevant when: ${numdiscrimexample1} =0*		
numdiscrimexample2 *(required)*	Now try another. Look at these numbers. [ENUMERATOR: POINT TO 7 AND 4] ASK THE CHILD: Tell me which number is bigger *ENUMERATOR OBSERVATION: Did the child correctly identify 7 as the larger number? NOTE: Child can either say "seven" or point to the number 7 on the page. Both are correct.*	1	Yes
		0	No
note_numdiscrimexample3	That's correct, seven is bigger than four. *Question relevant when: ${numdiscrimexample2} =1*		
note_numdiscrimexample4	Seven is bigger than four. *Question relevant when: ${numdiscrimexample2} =0*		

Begin Interview > Student Assessment and Survey > Math Test > Section 3: Number Discrimination > Number Discrimination Test
Group relevant when: ${numdiscrimexample1} =1 or ${numdiscrimexample2} =1

note_numdiscrim3	Do you understand what you are supposed to do? ENUMERATOR: If this child does not understand, read the instructions again, more slowly. ENUMERATOR: TURN TO PAGE 4 OF THE STUDENT HANDBOOK *ENUMERATOR INSTRUCTIONS: This is NOT a timed exercise.*		

Begin Interview > Student Assessment and Survey > Math Test > Section 3: Number Discrimination > Number Discrimination Test > Number Discrimination Questions

note_numdiscrim4	For each of these sets of numbers, I want you to tell me which number is bigger *ENUMERATOR INSTRUCTIONS: Point to each set of numbers as you go. Do NOT say the numbers out loud. Tick "correct" if the child either says the correct number that is larger or points to the number.*		
numdiscrim1 *(required)*	Which number is bigger? *ENUMERATOR: Point to each number. Do NOT say numbers out loud. Did the child answer the question correctly? (CORRECT ANSWER IS 15).*	1	Correct
		0	Incorrect
		-88	Don't Know
numdiscrim2 *(required)*	Which number is bigger? *ENUMERATOR: Point to each number. Do NOT say numbers out loud. Did the child answer the question correctly? (CORRECT ANSWER IS 105).*	1	Correct
		0	Incorrect
		-88	Don't Know
numdiscrim3 *(required)*	Which number is bigger? *ENUMERATOR: Point to each number. Do NOT say numbers out loud. Did the child answer the question correctly? (CORRECT ANSWER IS 232).*	1	Correct
		0	Incorrect
		-88	Don't Know

Begin Interview > Student Assessment and Survey > Math Test > Harder Math Questions

Begin Interview > Student Assessment and Survey > Math Test > Harder Math Questions > Section 4: Addition
Group relevant when: ${numberexample1} =1 or ${numberexample2} =1 or ${numdiscrimexample1} =1 or ${numdiscrimexample2} =1

note_addition1	ENUMERATOR: Show the child the example addition problems on page 5 of the student handbook *SAY TO THE CHILD: Here are some addition problems. I want you to try to answer as many of these problems as you can.*		
additionexample1 *(required)*	Let's start with an example. Can you tell me what 1 + 5 (one plus five) equals? *ENUMERATOR OBSERVATION: Did the child correctly answer the addition problem? CORRECT ANSWER = 6*	1	Yes
		0	No
note_additionex1	Good, 1 + 5 = six *Question relevant when: ${additionexample1} =1*		
note_additionex2	1 + 5 = six *Question relevant when: ${additionexample1} =0*		
additionexample2 *(required)*	Let's try another. Can you tell me what 3 + 6 (three plus six) equals? *ENUMERATOR OBSERVATION: Did the child correctly answer the addition problem? CORRECT ANSWER = 9*	1	Yes
		0	No
note_additionex3	Good, 3 + 6 = nine *Question relevant when: ${additionexample2} =1*		
note_additionex4	3 + 6 = nine *Question relevant when: ${additionexample2} =0*		

Begin Interview > Student Assessment and Survey > Math Test > Harder Math Questions > Section 4: Addition > Addition Test
Group relevant when: ${additionexample1} =1 or ${additionexample2} =1

note_addition3	Do you understand what you are supposed to do? When I say "begin", I want you to answer the problems as best as you can. I will tell you when to stop. ENUMERATOR: TURN TO PAGE 6 AND POINT TO FIRST ADDITION PROBLEM *ENUMERATOR INSTRUCTIONS: Set the timer on 1 minute. Stay quiet while the child is answering, UNLESS: the child hesitates for 5 seconds -> then point to the next problem and say "please go on." Mark the answer as incorrect. Pause the stopwatch if the student ends early (you will need this later) EARLY STOP RULE: If the child incorrectly answers five problems in a row, say "thank you" and mark the problem (and any remaining problems) as "Not Applicable – Early Stop / Time Expired"*		

Begin Interview > Student Assessment and Survey > Math Test > Harder Math Questions > Section 4: Addition > Addition Test > Addition Questions

addition_q1 *(required)*	4 + 2 = *Did the child answer the question correctly? (ANSWER = 6)*	1	Correct
		0	Incorrect
		.	Not Applicable - Time Expired
addition_q2 *(required)*	0 + 3 = *Did the child answer the question correctly? (ANSWER = 3)* *Question relevant when: ${addition_q1} !='.'*	1	Correct
		0	Incorrect
		.	Not Applicable - Time Expired
addition_q3 *(required)*	12 + 6 = *Did the child answer the question correctly? (ANSWER = 18)* *Question relevant when: ${addition_q2} !='.' and ${addition_q1} !='.'*	1	Correct
		0	Incorrect
		.	Not Applicable - Time Expired

Field	Content	Code	Label
addition_q4 *(required)*	7 + 11 = *Did the child answer the question correctly? (ANSWER = 18)* *Question relevant when: ${addition_q3} !='.' and ${addition_q2} !='.' and ${addition_q1} !='.'*	1	Correct
		0	Incorrect
		.	Not Applicable - Time Expired
addition_q5 *(required)*	12 + 9 = *Did the child answer the question correctly? (ANSWER = 21)* *Question relevant when: ${addition_q4} !='.' and ${addition_q3} !='.' and ${addition_q2} !='.' and ${addition_q1} !='.'*	1	Correct
		0	Incorrect
		.	Not Applicable - Time Expired
addition_level1_complete *(required)*	ENUMERATOR OBSERVATION: Did the child complete the exercise? *Question relevant when: ${addition_q5} !='.' and ${addition_q4} !='.' and ${addition_q3} !='.' and ${addition_q2} !='.' and ${addition_q1} !='.'*	1	Yes - With time remaining
		2	No - Time expired before child answered all problems
addition_level1_timeremaining *(required)*	How much time was remaining? (in seconds) *Write down the amount of time remaining on your stop watch.* *Question relevant when: ${addition_level1_complete} =1* *Response constrained to: (.>=0 and .<50)*		
addition_level1_counting *(required)*	ENUMERATOR OBSERVATION: Did the child use his/her hands to count during the exercise?	1	Yes
		0	No

Begin Interview > Student Assessment and Survey > Math Test > Harder Math Questions > Section 4: Addition > Addition Test > Addition - Level 2

Group relevant when: ${addition_correct} >3

Field	Content	Code	Label
note_addition4	ENUMERATOR: Turn to the next set of addition problems on page 7 of the student handbook *SAY TO THE CHILD: Here are some more addition problems. Again, I want you to try to answer as many of these problems as you can. You can use this pencil and paper to help you [GIVE STUDENT PENCIL AND PAPER].*		
note_addition5	Do you understand what you are supposed to do? *ENUMERATOR INSTRUCTIONS: Set the timer on 1 minute. Stay quiet while the child is answering, UNLESS: the child hesitates for 5 seconds -> then provide the answer, point to the next problem and say "please go on." Mark the answer you provide to the child as incorrect. Pause the stopwatch if the student ends early (you will need this later)*		

Begin Interview > Student Assessment and Survey > Math Test > Harder Math Questions > Section 4: Addition > Addition Test > Addition - Level 2 > additionproblems

Field	Content	Code	Label
additionprob1 *(required)*	12 + 10 = *Did the child answer the question correctly? (ANSWER = 22)*	1	Correct
		0	Incorrect
		.	Not Applicable - Time Expired
additionprob2 *(required)*	8 + 24 = *Did the child answer the question correctly? (ANSWER = 32)* *Question relevant when: ${additionprob1} !='.'*	1	Correct
		0	Incorrect
		.	Not Applicable - Time Expired
additionprob3 *(required)*	36 + 16 = *Did the child answer the question correctly? (ANSWER = 52)* *Question relevant when: ${additionprob2} !='.' and ${additionprob1} !='.'*	1	Correct
		0	Incorrect
		.	Not Applicable - Time Expired
addition_level2_complete *(required)*	ENUMERATOR OBSERVATION: Did the child complete the exercise? *Question relevant when: ${additionprob2} !='.' and ${additionprob1} !='.' and ${additionprob3} !='.'*	1	Yes - With time remaining
		2	No - Time expired before child answered all problems
addition_level2_timeremaining *(required)*	How much time was remaining? (in seconds) *Write down the amount of time remaining on your stop watch.* *Question relevant when: ${addition_level2_complete} =1* *Response constrained to: (.>=0 and .<50)*		
addition_level2_counting *(required)*	ENUMERATOR OBSERVATION: Did the child use his/her hands to count or count out loud?	1	Yes
		0	No
more_addition *(required)*	AND POINT TO THE BLANK 3 + 8 = ___ + 6 *ENUMERATOR. SHOW THE CHILD THE QUESTION ON PAGE 7 OF THE HANDBOOK. Did the child get the right answer? [Correct answer: 5]* *Question relevant when: ${additionexample1} =1 or ${additionexample2} =1*	1	Yes
		0	No

Begin Interview > Student Assessment and Survey > Math Test > Harder Math Questions > Section 5: Subtraction

Group relevant when: ${numberexample1} =1 or ${numberexample2} =1 or ${numdiscrimexample1} =1 or ${numdiscrimexample2} =1

Field	Content	Code	Label
note_subtraction1	ENUMERATOR: Show the child the subtraction problems on page 8 of the student handbook. *SAY TO THE CHILD: Here are some subtraction (take away) problems. I want you to try to answer as many of these problems as you can.*		
subtractionexample1 *(required)*	Let's start with an example. Can you tell me what 6 - 1 (six minus one) equals? *ENUMERATOR OBSERVATION: Did the child correctly answer the subtraction problem? CORRECT ANSWER = 5*	1	Yes
		0	No

note_subtractionex1	Good, 6 - 1 = five			
	Question relevant when: ${subtractionexample1} =1			
note_subtractionex2	6 - 1 = five			
	Question relevant when: ${subtractionexample1} =0			
subtractionexample2 *(required)*	Let's try another. Can you tell me what 4 - 2 (four minus two) equals?		1	Yes
	ENUMERATOR OBSERVATION: Did the child correctly answer the subtraction problem? CORRECT ANSWER = 2		0	No
note_subtractionex3	Good, 4 - 2 = two			
	Question relevant when: ${subtractionexample2} =1			
note_subtractionex4	4 - 2 = two			
	Question relevant when: ${subtractionexample2} =0			

Begin Interview > Student Assessment and Survey > Math Test > Harder Math Questions > Section 5: Subtraction > Subtraction Test
Group relevant when: ${subtractionexample1} =1 or ${subtractionexample2} =1

note_subtraction3	Do you understand what you are supposed to do? When I say "begin", I want you to answer the problems as best as you can. I will tell you when to stop. ENUMERATOR: TURN TO PAGE 9 AND POINT TO FIRST SUBTRACTION PROBLEM			
	ENUMERATOR INSTRUCTIONS: Set the timer on 1 minute. Stay quiet while the child is answering, UNLESS: the child hesitates for 5 seconds -> then point to the next problem and say "please go on." Mark the answer as incorrect. Pause the stopwatch if the student ends early (you will need this later)			

Begin Interview > Student Assessment and Survey > Math Test > Harder Math Questions > Section 5: Subtraction > Subtraction Test > Subtraction Questions

subtraction_q1 *(required)*	2 - 1 =		1	Correct
	Did the child answer the question correctly? (ANSWER = 1)		0	Incorrect
			.	Not Applicable - Time Expired
subtraction_q2 *(required)*	3 - 0 =		1	Correct
	Did the child answer the question correctly? (ANSWER = 3)		0	Incorrect
	Question relevant when: ${subtraction_q1} !='.'		.	Not Applicable - Time Expired
subtraction_q3 *(required)*	15 - 3 =		1	Correct
	Did the child answer the question correctly? (ANSWER = 12)		0	Incorrect
	Question relevant when: ${subtraction_q2} !='.' and ${subtraction_q1} !='.'		.	Not Applicable - Time Expired
subtraction_q4 *(required)*	20 - 7 =		1	Correct
	Did the child answer the question correctly? (ANSWER = 13)		0	Incorrect
	Question relevant when: ${subtraction_q3} !='.' and ${subtraction_q2} !='.' and ${subtraction_q1} !='.'		.	Not Applicable - Time Expired
subtraction_q5 *(required)*	16 - 7 =		1	Correct
	Did the child answer the question correctly? (ANSWER = 9)		0	Incorrect
	Question relevant when: ${subtraction_q4} !='.' and ${subtraction_q3} !='.' and ${subtraction_q2} !='.' and ${subtraction_q1} !='.'		.	Not Applicable - Time Expired
subtraction_level1_complete *(required)*	ENUMERATOR OBSERVATION: Did the child complete the exercise?		1	Yes - With time remaining
	Question relevant when: ${subtraction_q5} !='.' and ${subtraction_q4} !='.' and ${subtraction_q3} !='.' and ${subtraction_q2} !='.' and ${subtraction_q1} !='.'		2	No - Time expired before child answered all problems
subtraction_level1_timeremaining *(required)*	How much time was remaining? (in seconds)			
	Write down the amount of time remaining on your stop watch.			
	Question relevant when: ${subtraction_level1_complete} =1			
	Response constrained to: (.>=0 and .<50)			
subtraction_level1_counting *(required)*	ENUMERATOR OBSERVATION: Did the child use his/her hands to count?		1	Yes
			0	No

Begin Interview > Student Assessment and Survey > Math Test > Harder Math Questions > Section 5: Subtraction > Subtraction Test > Subtraction - Level 2
Group relevant when: ${subtraction_correct} >3

note_subtraction4	ENUMERATOR: Show the child the subtraction problems on page 10 of the student handbook			
	SAY TO THE CHILD: Here are some more subtraction problems. Again, I want you to try to answer as many of these problems as you can. You can use this pencil and paper to help you [GIVE STUDENT PENCIL AND PAPER].			
note_subtraction5	Do you understand what you are supposed to do?			
	ENUMERATOR INSTRUCTIONS: Set the timer on 1 minute. Stay quiet while the child is answering, UNLESS: the child hesitates for 5 seconds -> then point to the next problem and say "please go on." Mark the answer as incorrect. Pause the stopwatch if the student ends early (you will need this later)			

Begin Interview > Student Assessment and Survey > Math Test > Harder Math Questions > Section 5: Subtraction > Subtraction Test > Subtraction - Level 2 > subtractionproblems

subtractionprob1 *(required)*	21 - 6 =		1	Correct
	Did the child answer the question correctly? (ANSWER = 15)		0	Incorrect

			.	Not Applicable - Time Expired
subtractionprob2 *(required)*	56 - 8 = *Did the child answer the question correctly? (ANSWER = 48)* *Question relevant when: ${subtractionprob1} !='.'*		1	Correct
			0	Incorrect
			.	Not Applicable - Time Expired
subtractionprob3 *(required)*	37 - 18 = *Did the child answer the question correctly? (ANSWER = 19)* *Question relevant when: ${subtractionprob2} !='.' and ${subtractionprob1} !='.'*		1	Correct
			0	Incorrect
			.	Not Applicable - Time Expired
subtraction_level2_complete *(required)*	ENUMERATOR OBSERVATION: Did the child complete the exercise? *Question relevant when: ${subtractionprob3} !='.' and ${subtractionprob2} !='.' and ${subtractionprob1} !='.'*		1	Yes - With time remaining
			2	No - Time expired before child answered all problems
subtraction_level2_timeremaining *(required)*	How much time was remaining? (in seconds) *Write down the amount of time remaining on your stop watch.* *Question relevant when: ${subtraction_level2_complete} =1* *Response constrained to: (.>=0 and .<50)*			
subtraction_level2_counting *(required)*	ENUMERATOR OBSERVATION: Did the child use his/her hands to count?		1	Yes
			0	No
Begin Interview > Student Assessment and Survey > Math Test > Harder Math Questions > Section 6: Multiplication *Group relevant when: (${additionexample1} =1 or ${additionexample2} =1) or (${subtractionexample1} =1 or ${subtractionexample2} =1)*				
start_multiplication1	ENUMERATOR: Show the child the multiplication problems on page 11 of the student handbook. *SAY TO THE CHILD: Here are some multiplication problems. I want you to try to answer as many of these problems as you can.*			
multiplicationexample1 *(required)*	Let's start with an example. Can you tell me what 3 x 1 [three times one] equals? *ENUMERATOR OBSERVATION: Did the child correctly answer the multiplication problem? * * CORRECT ANSWER = 3*		1	Yes
			0	No
note_multiplicationex1	Good, 3 x 1 = three *Question relevant when: ${multiplicationexample1} =1*			
note_multiplicationex2	3 x 1 = three *Question relevant when: ${multiplicationexample1} =0*			
multiplicationexample2 *(required)*	Let's try another. Can you tell me what 2 x 3 [two times three] equals? *ENUMERATOR OBSERVATION: Did the child correctly answer the multiplication problem? * * CORRECT ANSWER = 6*		1	Yes
			0	No
note_multiplicationex3	Good, 2 x 3 = six *Question relevant when: ${multiplicationexample2} =1*			
note_multiplicationex4	2 x 3 = six *Question relevant when: ${multiplicationexample2} =0*			
Begin Interview > Student Assessment and Survey > Math Test > Harder Math Questions > Section 6: Multiplication > Multiplication Test *Group relevant when: ${multiplicationexample1} =1 or ${multiplicationexample2} =1*				
note_multiplication3	Do you understand what you are supposed to do? When I say "begin", I want you to answer the problems as best as you can. I will tell you when to stop. ENUMERATOR: TURN TO PAGE 12 AND POINT TO FIRST MULTIPLICATION PROBLEM *ENUMERATOR INSTRUCTIONS: Set the timer on 1 minute. Stay quiet while the child is answering, UNLESS: the child hesitates for 5 seconds -> point to the next problem and say "please go on." Mark the answer as incorrect. Pause the stopwatch if the student ends early (you will need this later)*			
Begin Interview > Student Assessment and Survey > Math Test > Harder Math Questions > Section 6: Multiplication > Multiplication Test > Multiplication Questions - Level 1				
multiplication_q1 *(required)*	2 x 3 = *Did the child answer the question correctly? (ANSWER = 6)*		1	Correct
			0	Incorrect
			.	Not Applicable - Time Expired
multiplication_q2 *(required)*	4 x 1 = *Did the child answer the question correctly? (ANSWER = 4)* *Question relevant when: ${multiplication_q1} !='.'*		1	Correct
			0	Incorrect
			.	Not Applicable - Time Expired
multiplication_q3 *(required)*	7 x 2 = *Did the child answer the question correctly? (ANSWER = 14)* *Question relevant when: ${multiplication_q2} !='.' and ${multiplication_q1} !='.'*		1	Correct
			0	Incorrect
			.	Not Applicable - Time Expired
multiplication_q4 *(required)*	6 x 3 = *Did the child answer the question correctly? (ANSWER = 18)* *Question relevant when: ${multiplication_q3} !='.' and ${multiplication_q2} !='.' and*		1	Correct
			0	Incorrect
			.	Not Applicable - Time

		${multiplication_q1} !='.'		Expired
	multiplication_q5 *(required)*	2 x 9 = *Did the child answer the question correctly? (ANSWER = 18)* *Question relevant when: ${multiplication_q4} !='.' and ${multiplication_q3} !='.' and ${multiplication_q2} !='.' and ${multiplication_q1} !='.'*	1	Correct
			0	Incorrect
			.	Not Applicable - Time Expired
	multiplication_level1_complete *(required)*	ENUMERATOR OBSERVATION: Did the child complete the exercise? *Question relevant when: ${multiplication_q5} !='.' and ${multiplication_q4} !='.' and ${multiplication_q3} !='.' and ${multiplication_q2} !='.' and ${multiplication_q1} !='.'*	1	Yes - With time remaining
			2	No - Time expired before child answered all problems

	multiplication_level1_timeremaining *(required)*	How much time was remaining? (in seconds)
		 Write down the amount of time remaining on your stop watch.
		   Question relevant when: ${multiplication_level1_complete} =1
		   Response constrained to: (.>=0 and .<50)		

Begin Interview > Student Assessment and Survey > Math Test > Harder Math Questions > Section 6: Multiplication > Multiplication Test > Multiplication Questions - Page 2

  Group relevant when: ${multiplication_correct} >3

	note_multiplication_questions2	Now I am going to show you some more multiplication problems. This time, you can use a pencil and paper if you need it. Again, I want you to answer as many questions as you can. I will tell you when to start and stop. ENUMERATOR: TURN TO PAGE 13 AND POINT TO FIRST MULTIPLICATION PROBLEM *ENUMERATOR INSTRUCTIONS: Set the timer on 1 minute. [PROVIDE PENCIL AND PAPER IF THE REQUIRES IT] Stay quiet while the child is answering, UNLESS: the child hesitates for 5 seconds -> then point to the next problem and say "please go on." Mark as incorrect. Pause the stopwatch if the student ends early (you will need this later)*		

Begin Interview > Student Assessment and Survey > Math Test > Harder Math Questions > Section 6: Multiplication > Multiplication Test > Multiplication Questions - Page 2 > Multiplication Questions - Level 2

	multiplication_q6 *(required)*	10 x 8 = *Did the child answer the question correctly? (ANSWER = 80)*	1	Correct
			0	Incorrect
			.	Not Applicable - Time Expired
	multiplication_q7 *(required)*	9 x 5 = *Did the child answer the question correctly? (ANSWER = 45)* *Question relevant when: ${multiplication_q6} !='.'*	1	Correct
			0	Incorrect
			.	Not Applicable - Time Expired
	multiplication_q8 *(required)*	13 x 4 = *Did the child answer the question correctly? (ANSWER = 52)* *Question relevant when: ${multiplication_q7} !='.' and ${multiplication_q6} !='.'*	1	Correct
			0	Incorrect
			.	Not Applicable - Time Expired
	multiplication_level2_complete *(required)*	ENUMERATOR OBSERVATION: Did the child complete the exercise? *Question relevant when: ${multiplication_q8} !='.' and ${multiplication_q7} !='.' and ${multiplication_q6} !='.'*	1	Yes - With time remaining
			2	No - Time expired before child answered all problems

	multiplication_level2_timeremaining *(required)*	How much time was remaining? (in seconds)
		 Write down the amount of time remaining on your stop watch.
		   Question relevant when: ${multiplication_level2_complete} =1
		   Response constrained to: (.>=0 and .<50)		

	more_multiplication *(required)*	What number goes in the box to make this number sequence true? 4 x ___ = 28 *[ENUMERATOR]: SHOW CHILD THE QUESTION ON PAGE # OF THE HANDBOOK. Did the child get the right answer? [Correct answer: 7]*	1	Yes
			0	No

Begin Interview > Student Assessment and Survey > Math Test > Harder Math Questions > Section 7: Division Level 1

  Group relevant when: ${multiplicationexample1} =1 or ${multiplicationexample2} =1

	start_division1	ENUMERATOR: Show the child the division problems on page 14 of the student handbook. *SAY TO THE CHILD: Here are some division problems. I want you to try to answer as many of these problems as you can.*		
	divisionexample1 *(required)*	Let's start with an example. Can you tell me what 2 ÷ 2 [two divided by two] equals? *ENUMERATOR OBSERVATION: Did the child correctly answer the division problem? CORRECT ANSWER = 1*	1	Yes
			0	No
	note_divisionex1	Good, 2 ÷ 2 = one *Question relevant when: ${divisionexample1} =1*		
	note_divisionex2	2 ÷ 2 = one *Question relevant when: ${divisionexample1} =0*		
	divisionexample2 *(required)*	Let's try another. Can you tell me what 3 ÷ 1 [three dividied by one] equals?	1	Yes

	ENUMERATOR OBSERVATION: Did the child correctly answer the division problem? CORRECT ANSWER = 3	0	No
note_divisionex3	Good, 3 ÷ 1 = three *Question relevant when: ${divisionexample2} =1*		
note_divisionex4	3 ÷ 1 = three *Question relevant when: ${divisionexample2} =0*		

note_division2	Do you understand what you are supposed to do? When I say "begin", I want you to answer the problems as best as you can. I will tell you when to stop. ENUMERATOR: TURN TO PAGE 15 AND POINT TO FIRST DIVISION PROBLEM *ENUMERATOR INSTRUCTIONS: Set the timer on 1 minute. Stay quiet while the child is answering, UNLESS: the child hesitates for 5 seconds -> point to the next problem and say "please go on." Mark as incorrect. Pause the stopwatch if the student ends early (you will need this later)*		

division_q1 *(required)*	2 ÷ 1 = *Did the child answer the question correctly? (ANSWER = 2)*	1	Correct
		0	Incorrect
		.	Not Applicable - Time Expired
division_q2 *(required)*	6 ÷ 3 = *Did the child answer the question correctly? (ANSWER = 2)* *Question relevant when: ${division_q1} !='.'*	1	Correct
		0	Incorrect
		.	Not Applicable - Time Expired
division_q3 *(required)*	9 ÷ 3 = *Did the child answer the question correctly? (ANSWER = 3)* *Question relevant when: ${division_q2} !='.' and ${division_q1} !='.'*	1	Correct
		0	Incorrect
		.	Not Applicable - Time Expired
division_q4 *(required)*	8 ÷ 2 = *Did the child answer the question correctly? (ANSWER = 4)* *Question relevant when: ${division_q3} !='.' and ${division_q2} !='.' and ${division_q1} !='.'*	1	Correct
		0	Incorrect
		.	Not Applicable - Time Expired
division_q5 *(required)*	10 ÷ 5 = *Did the child answer the question correctly? (ANSWER = 2)* *Question relevant when: ${division_q4} !='.' and ${division_q3} !='.' and ${division_q2} !='.' and ${division_q1} !='.'*	1	Correct
		0	Incorrect
		.	Not Applicable - Time Expired
division_level1_complete *(required)*	ENUMERATOR OBSERVATION: Did the child complete the exercise? *Question relevant when: ${division_q5} !='.' and ${division_q4} !='.' and ${division_q3} !='.' and ${division_q2} !='.' and ${division_q1} !='.'*	1	Yes - With time remaining
		2	No - Time expired before child answered all problems
division_level1_timeremaining *(required)*	How much time was remaining? (in seconds) *Write down the amount of time remaining on your stop watch.* *Question relevant when: ${division_level1_complete} =1* *Response constrained to: (.>=0 and .<50)*		

note_division_questions2	Now I am going to show you some more difficult division problems. This time, you can use a pencil and paper if you need it. Again, I want you to answer as many questions as you can. I will tell you when to start and stop. ENUMERATOR: TURN TO PAGE 16 AND POINT TO FIRST MULTIPLICATION PROBLEM *ENUMERATOR INSTRUCTIONS: Set the timer on 1 minute. Provide Pencil and Paper to the child if required. Stay quiet while the child is answering, UNLESS: the child hesitates for 5 seconds -> then point to the next problem and say "please go on." Mark the answer as incorrect. Pause the stopwatch if the student ends early (you will need this later)*		

division_q6 *(required)*	14 ÷ 7 = *Did the child answer the question correctly? (ANSWER = 2)*	1	Correct
		0	Incorrect
		.	Not Applicable - Time Expired
division_q7 *(required)*	20 ÷ 2 = *Did the child answer the question correctly? (ANSWER = 10)* *Question relevant when: ${division_q6} !='.'*	1	Correct
		0	Incorrect
		.	Not Applicable - Time

			Expired
division_q8 *(required)*	44 ÷ 11 = *Did the child answer the question correctly? (ANSWER = 4)* *Question relevant when: ${division_q7} !='.' and ${division_q6} !='.'*	1	Correct
		0	Incorrect
		.	Not Applicable - Time Expired
division_level2_complete *(required)*	ENUMERATOR OBSERVATION: Did the child complete the exercise? *Question relevant when: ${division_q8} !='.' and ${division_q7} !='.' and ${division_q6} !='.'*	1	Yes - With time remaining
		2	No - Time expired before child answered all problems

division_level2_timeremaining *(required)*	How much time was remaining? (in seconds)
	Write down the amount of time remaining on your stop watch.
	   Question relevant when: ${division_level2_complete} =1
	   Response constrained to: (.>=0 and .<50)		

Begin Interview > Student Assessment and Survey > Math Test > Harder Math Questions > Section 10: Word Problems

   Group relevant when: ${additionexample1} =1 or ${additionexample2} =1 or ${subtractionexample1} =1 or ${subtractionexample2} =1

Begin Interview > Student Assessment and Survey > Math Test > Harder Math Questions > Section 10: Word Problems > Word Problems - Level 1

note_wordprob1	This is a listening exercise. I have some problems that I am going to ask you to solve for me. Here are some things to help you [GIVE THE STUDENT BEANS FOR COUNTING, A PENCIL AND PAPER]. You can use them if you need them, but you don't have to. Listen very carefully to each problem. If you need, I will repeat the problem - just ask.		
note_wordprobstart	Do you understand what you are supposed to do? *ENUMERATOR INSTRUCTIONS: This is NOT a timed exercise. Read the word problems slowly. If child has been trying to answer a question for 60 seconds (using the counter) and does not have an answer, stop the child and continue to the next question. Mark the question as incorrect. There is NO early stop rule for this exercise.*		
wordprob1 *(required)*	Marie has 8 pencils. She gives 2 pencils to her sister. How many pencils does Marie have now? *ENUMERATOR OBSERVATION: Did the child correctly answer the question? CORRECT ANSWER = 6*	1	Correct
		0	Incorrect
		-88	Don't Know
wordprob2 *(required)*	There are 3 boys on a bus. There are 4 girls on the same bus. How many children are there on the bus altogether? *ENUMERATOR OBSERVATION: Did the child correctly answer the question? CORRECT ANSWER = 7*	1	Correct
		0	Incorrect
		-88	Don't Know

Begin Interview > Student Assessment and Survey > Math Test > Harder Math Questions > Section 10: Word Problems > Word Problems - Level 2

   Group relevant when: ${wordprob1} =1 or ${wordprob2} =1

wordprob3 *(required)*	There are 2 children in the blue bus. There are 8 children in the green bus. How many children must join the blue bus so that it has the same number of children as the green bus? *ENUMERATOR OBSERVATION: Did the child correctly answer the question? CORRECT ANSWER = 6*	1	Correct
		0	Incorrect
		-88	Don't Know
wordprob4 *(required)*	Musah has 5 oranges in his hand. He gives 2 of the oranges to Yamah. Then he eats 1 of the oranges. How many oranges does Musah have left? *ENUMERATOR OBSERVATION: Did the child correctly answer the question? CORRECT ANSWER = 2*	1	Correct
		0	Incorrect
		-88	Don't Know
wordprob5 *(required)*	There are 4 desks in a classroom. 2 students are sitting at each desk. How many students in total are in the class? *ENUMERATOR OBSERVATION: Did the child correctly answer the question? CORRECT ANSWER = 8* *Question relevant when: ${multiplicationexample1} =1 or ${multiplicationexample2} =1*	1	Correct
		0	Incorrect
		-88	Don't Know
note_wordprob6	Sam has ingredients for a dish: 4 EGGS, 8 FLOUR CUPS and HALF A CUP OF MILK. The above ingredients are used to make a dish for 6 people. The number of eggs he needs for 3 people is 2. *Enumerator: READ ALOUD THE PROBLEM SLOWLY SO THAT THE CHILD IS ABLE TO UNDERSTAND AND TAKE NOTES.* *Question relevant when: (${divisionexample1} =1 or ${divisionexample2} =1) and (${wordprob3} =1 or ${wordprob4} =1 or ${wordprob5} =1)*		
wordprob6_a *(required)*	How much flour would Sam need to make the same dish for 3 people? *ENUMERATOR OBSERVATION: Did the child correctly answer the question? CORRECT ANSWER = 4 cups of flour* *Question relevant when: ${divisionexample1} =1 or ${divisionexample2} =1*	1	Correct
		0	Incorrect
		-88	Don't Know
wordprob6_b *(required)*	How many cups of milk will Sam need to make the same dish for 3 people? *ENUMERATOR OBSERVATION: Did the child correctly answer the question? CORRECT ANSWER = 1/4th cup of milk* *Question relevant when: ${divisionexample1} =1 or ${divisionexample2} =1*	1	Correct
		0	Incorrect
		-88	Don't Know

Begin Interview > Executive Function Games

note_exec_function	Day/Night Game *Enumerator to Child: Engage the child in a conversation about when the sun comes (in the day) and when the moon and stars come out (in the night). Proceed to present a white card with a yellow sun drawing on it and a black card with a white moon and stars on it.*		

note_daynight1	Instruction to Child: Say 'NIGHT' when the sun card is presented to you and say 'DAY' when the moon/night card is presented to you. *ENUMERATOR: Bring up the cards randomly from underneath the table/chair without looking 8 times and record how many times the child follow your instruction correctly. Start the Game and stop after 8 tries.*		
daynight *(required)*	How many times did the child correctly identify the cards as per the game's instructions? *(out of 8 total attempts)* Response constrained to: .>=0 and .<=8		
note_exec_function2	 Backward Digit Span *Enumerator to Child: Introduce the child to the puppet you are carrying. Tell the child the puppet's name is Ernie and that Ernie likes to say whatever you say backwards. Give the child a demonstration by saying the numbers "1, 2". Then change your voice to emulate the puppet and say "2,1". Invite the child to try by using the same example.*		
note_digitspan1	Instruction to Child: Now you try saying everything I say backwards, just like Ernie. *ENUMERATOR: Start by calling out 2 digits and increasing by one digit each time from the list (3 digits, 4 digits and so on), until the child gets it wrong three consecutive times. Record the highest level of success of the child before you stopped.*		
digitspangame *(required)*	What was the highest level of success of the child in this game?	1	2 digits
		2	3 digits
		3	4 digits
		4	5 digits
		5	6 digits
		6	7 digits
		7	8 digits
		8	9 digits
		9	10 digits
		10	None
student_resample	Thank the household head for his/her time. End interview here. Question relevant when: not(${stavailability} =1)		
enum_obs	Enumerator observations/comments:		
surveystatus *(required)*	Survey completion status *ENUEMRATOR: Mark the survey as partially completed if you were unable to complete certain sections of the survey due to any reason and specify the reason in the 'Comment' section.*	1	Completed
		2	Partially Completed
		3	Not Available
		4	Refused to Participate
endscreen	This is the end of the survey. Please save this form and put your device into sleep mode to conserve battery		