

East Asia-Pacific Early Child Development Scales

Instruction Manual

Knows own name (Warm up item – No scoring required)

Materials	Nil.
Procedure	Assessor asks child his/her name
Item Administration	1. What is your name?

Brief the child on the Procedures (refer to Administrative Guidelines)

Cognitive Development Items Start

1. Concepts of time and space: can discriminate in/out, before/after

Materials	<ol style="list-style-type: none"> 1. A box; 2. Two 2.5cm x2.5cm blocks; 3. Five toy cars with different colours but the same size and shape. <p><i>Note.</i> Countries can decide what materials to use.</p>	
Procedure	<ol style="list-style-type: none"> 1. Assessor gives child blocks and box to play with as part of the warm up. Remove the blocks and box after a few minutes. 2. Assessor asks child to help line cars up and then asks questions that contain the words that are being assessed. 	
Item Administration	Assessor Says	Assessor Does
	<ol style="list-style-type: none"> 1. Here are some blocks. 2. Please put one block in the box and one outside the box. Let's put all the blocks away. 3. Here are some nice cars. What sounds do cars make? 4. Can you help me put them in one line? The green one goes first. Put it first..... 5. (After child completes the line) Please point to the car which is exactly in front of this car? 6. Please point to the car which is exactly behind this car? 	<ol style="list-style-type: none"> 1. Puts two blocks in the child's hand. Child can play with them for a few minutes if seems interested. 2. NOT SCORED 3. Plays with the child. NOT SCORED 4. Gives green one to the child. Continue in order from child's right to left: green, blue, red, red, until the child has a line of five cars. 5. Points to the blue car. 6. Points to the blue car.
Scoring Criteria and Comments	Put 1 block outside the box	<input type="checkbox"/> 0 <input type="checkbox"/> 1

	Pointed to the car exactly before the blue car	<input type="checkbox"/> 0	<input type="checkbox"/> 1
	Pointed to the car exactly after the blue car	<input type="checkbox"/> 0	<input type="checkbox"/> 1
		Total (Max.3):	
Country adaptation			
Domain	Cognitive Development		

2. Concept of quantity, compares quantities: knows the difference between more and less
(Stop administering Questions 2 and 3 when child obtains score of zero on Question 1)

Materials	PICTURE BOOK: 1. 3 pears vs. 9 pears 2. 8 frogs vs. 6 frogs 3. 15 monkeys vs. 16 monkeys		
Procedure	1. Assessor shows each pair of pictures to child one by one and asks him/her to identify the one that contains more. 2. Assessor also observes the level of children's persistence during the task.		
Item Administration	Assessor Says	Assessor Does	
	1. Which picture has more pears? 2. Which picture has more frogs? 3. Which picture has more monkeys?	1. Shows the first picture and pointing to each side 2. Shows the second picture and pointing to each side 3. Shows the third picture and pointing to each side	
Scoring Criteria and Comments	Correct in 3 vs. 9	<input type="checkbox"/> 0	<input type="checkbox"/> 1
	Correct in 8 vs. 6	<input type="checkbox"/> 0	<input type="checkbox"/> 1
	Correct in 15 vs. 16	<input type="checkbox"/> 0	<input type="checkbox"/> 1
		Total (Max.3):	
Country Adaptation			
Domain	Cognitive Development		

3. Number Knowledge: picks number of objects when given a number (*Stop administering Questions 3 and 4 when child obtains score of zero on Question 2*)

Materials	1. 30 blocks (2.5 cmx2.5 cm) 2. A piece of paper (to be provided by the country) <i>Note. Countries can decide what materials to use.</i>	
Procedure	1. Assessor presents 30 blocks in front of child and asks child to put a specific number of blocks on a piece of paper for four trials. 2. Assessor also observes the level of children’s persistence during the task.	
Item Administration	Assessor Says	Assessor Does
	1. Here is a field (indicating paper). 2. Please put 3 blocks on this field. 3. Please put 7 blocks on this field. <i>(stop here if child failed this question)</i> 4. Please put 15 blocks on this field. 5. Please put 29 blocks on this field.	1. Presents 30 blocks in front of child in a random order and asks child to put a specific number of blocks on a piece of paper for four trials. 2. Assessor has to wait for about 10 seconds after child has put blocks on the paper to make sure the child will not put more. 3. After each trial, assessor rearranges the 30 blocks randomly.
Scoring Criteria and Comments	Put 3 blocks on the paper	<input type="checkbox"/> 0 <input type="checkbox"/> 1
	Put 7 blocks on the paper	<input type="checkbox"/> 0 <input type="checkbox"/> 1
	Put 15 blocks on the paper	<input type="checkbox"/> 0 <input type="checkbox"/> 1
	Put 29 blocks on the paper	<input type="checkbox"/> 0 <input type="checkbox"/> 1
		Total (Max.4):
Country adaptation		
Domain	Cognitive Development	

4. Number Knowledge: counts objects (*Stop administering Questions 2 and 3 when child obtains score of zero on Question 1*)

Materials	30 blocks (2.5 cmx2.5 cm) <i>Note.</i> Countries can decide what materials to use.	
Procedure	<ol style="list-style-type: none"> Assessor presents 3 blocks in front of child and demonstrates how to count the items one at a time, then asks him/her to count all the 30 blocks one at a time and count as many as he/she can. Assessor also observes the level of children’s persistence during the task. 	
Item Administration	Assessor Says	Assessor Does
	<ol style="list-style-type: none"> Assessor points to one block and says “1” aloud, then pushes it aside; points to next block saying “2” and pushes it to first block; then point to the third block saying “3” and pushes it to the other blocks. Please count these blocks like what I did just now and tell me how many blocks we have. 	<ol style="list-style-type: none"> Assessor presents 3 blocks in front of child and demonstrates how to count the items one at a time. Assessor adds 27 blocks, arranges the 30 blocks randomly in front of child and asks him/her to count the blocks one at a time and count as many as he/she can.
Scoring Criteria and Comments	Counted between 1 to 10 block(s) correctly	<input type="checkbox"/> 0 <input type="checkbox"/> 1
	Counted another 10 blocks (from the 11 th to the 20 th block)	<input type="checkbox"/> 0 <input type="checkbox"/> 1
	Counted the remaining 10 blocks (from the 21 st to the 30 th block)	<input type="checkbox"/> 0 <input type="checkbox"/> 1
		Total (Max.3):
Country adaptation		
Domain	Cognitive Development	

5. Number Knowledge: rote counting (*If child can count 29 blocks in Item 4, give 3 points in Item 5 and do not administer. If child obtains less than 3 points in Item 4, administer Item 5*)

Materials	Nil.	
Procedure	<ol style="list-style-type: none"> Assessor asks child to count to 30 (without blocks). Assessor also observes the level of children's persistence during the task. 	
Item Administration	Assessor Says	Assessor Does
	<ol style="list-style-type: none"> Please count out loud up to 30. (If no response, "Please count for me.") 	
Scoring Criteria and Comments	Counted to 10 correctly	<input type="checkbox"/> 0 <input type="checkbox"/> 1
	Counted to 20 correctly	<input type="checkbox"/> 0 <input type="checkbox"/> 1
	Counted to 30 correctly	<input type="checkbox"/> 0 <input type="checkbox"/> 1
	(If child gets the most difficult question within an item correct, please ensure that he/she is given credit for earlier questions within the item.)	Total (Max.3):
Country adaptation		
Domain	Cognitive Development	

6. Concepts of addition and subtraction of numbers

(A) Able to add numbers (*Stop administering Questions 2 and 3 when child obtains score of zero on Question 1*)

Materials	PICTURE BOOK: 2 apples on the left and one apple on the right.	
Procedure	<ol style="list-style-type: none"> Assessor asks Question 1 with picture, then asks Question 2 and 3 without pictures. Assessor also observes the level of children's persistence during the task. 	
Item Administration	Assessor Says	Assessor Does
	<ol style="list-style-type: none"> Mum bought two apples first and then she bought another one. How many apples did she buy in total? How many is 3 plus 4? How many is 8 plus 3? 	<ol style="list-style-type: none"> Assessor shows the picture. (If use individual apples, show all apples at one time). Stop here if child failed this question. Remove picture/ apples after Question 1. Assessor asks Questions 2 and 3 without pictures.
Scoring Criteria and Comments	Correct answer: 3	<input type="checkbox"/> 0 <input type="checkbox"/> 1

	Correct answer: 7	<input type="checkbox"/> 0	<input type="checkbox"/> 1
	Correct answer: 11	<input type="checkbox"/> 0	<input type="checkbox"/> 1
		Total (Max.3):	
Country adaptation			
Domain	Cognitive Development		

(B) Able to subtract numbers (*Stop administering Questions 2 and 3 when child obtains score of zero on Question 1*)

Materials	Picture Book: Five apples		
Procedure	<ol style="list-style-type: none"> Assessor asks Question 1 with picture, then asks Question 2 and 3 without pictures. Assessor also observes the level of children's persistence during the task. 		
Item Administration	Assessor Says	Assessor Does	
	<ol style="list-style-type: none"> Here are five apples. Your mother gave four to your grandma. How many are left? How many is 6 minus 2? How many is 10 minus 7? 	<ol style="list-style-type: none"> Assessor shows the picture. (If use individual apples, show all apples at one time). Stop here if child failed this question. Remove picture/apples after Question 1. Assessor asks Questions 2 and 3 without pictures. 	
Scoring Criteria and Comments	Correct answer: 1	<input type="checkbox"/> 0	<input type="checkbox"/> 1
	Correct answer: 4	<input type="checkbox"/> 0	<input type="checkbox"/> 1
	Correct answer: 3	<input type="checkbox"/> 0	<input type="checkbox"/> 1
		Total (Max.3):	
Country Adaptation			
Domain	Cognitive Development		

Note. Assessor scores child's persistence after these 5 CD tasks.

7. Concept formation: arranges objects in groups/categories following the model picture

Materials	<ol style="list-style-type: none"> 1. A picture of a playground; 2. A picture of a classroom; 3. Small picture cards of a swing, a slide, a child-sized bicycle, a child-sized climbing ladder, a merry-go-round, a trampoline, a pencil box, a ruler, a piece of rubber, a schoolbag, a chalk, a pen (<i>may need to be adapted</i>); 4. Two boxes with the same colour. 										
Procedure	<ol style="list-style-type: none"> 1. Assessor asks child to put the picture cards that belong to the model pictures into the appropriate box. 										
Item Administration	<p style="text-align: center;">Assessor Says</p> <ol style="list-style-type: none"> 1. People use different things in different places. For example, this is a playground, people play here. This is a classroom, a place for children to learn. 2. Practice trials: Now I'm going to ask you to tell me where you use the objects I show you and put it into the box. 3. Where will you use the swing? (Child answers). Yes/No, we play on the swing in the playground. Let's put this card into the playground box. 4. Where do you use a pen? (Child answers). Yes/No, pen is used in the classroom for learning. Let's put this card into the classroom box. 5. Assessment: Now I'm going to give you more pictures. Where will you use.....? (Say the name of the object when placing the picture card in front of the child). 	<p style="text-align: center;">Assessor Does</p> <ol style="list-style-type: none"> 1. Assessor puts the playground picture and classroom picture in front of the child, and places a box behind each picture, and put the cue picture right in front of the child. 2. Assessor shows the swing picture. 3. Assessor shows the pen picture. 4. If child responds incorrectly to a trial item, give correct answer and ask the child to do it again. After the second trial, repeat the correct answer, but give no more trials. 5. Assessor counts the number of correct pictures after the whole assessment is finished or during the 10 minute break. 									
Scoring Criteria and Comments	<table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; border: none;">6 to 7 out of 10 correct</td> <td style="width: 25%; border: none;"><input type="checkbox"/> 0</td> <td style="width: 25%; border: none;"><input type="checkbox"/> 1</td> </tr> <tr> <td style="border: none;">8 to 9 out of 10 correct</td> <td style="border: none;"><input type="checkbox"/> 0</td> <td style="border: none;"><input type="checkbox"/> 1</td> </tr> <tr> <td style="border: none;"><i>Note.</i> – Practice trials don't count (If child gets the most difficult</td> <td colspan="2" style="border: none; text-align: right;">Total (Max.2):</td> </tr> </table>		6 to 7 out of 10 correct	<input type="checkbox"/> 0	<input type="checkbox"/> 1	8 to 9 out of 10 correct	<input type="checkbox"/> 0	<input type="checkbox"/> 1	<i>Note.</i> – Practice trials don't count (If child gets the most difficult	Total (Max.2):	
6 to 7 out of 10 correct	<input type="checkbox"/> 0	<input type="checkbox"/> 1									
8 to 9 out of 10 correct	<input type="checkbox"/> 0	<input type="checkbox"/> 1									
<i>Note.</i> – Practice trials don't count (If child gets the most difficult	Total (Max.2):										

	question within an item correct, please ensure that he/she is given credit for earlier questions within the item.)	
Country adaptation		
Domain	Cognitive Development	

8. Sequencing and seriation: completes a simple pattern based on ordering rules (*Stop administering Question 3 when child obtains scores of zero on both Questions 1 and 2*)

Materials	Three sequenced patterns of beads; each pattern has four choices of the missing beads.	
Procedure	Assessor shows child pictures with sequenced patterns of beads and asks him/her to predict the next bead in sequence.	
Item Administration	Assessor Says	Assessor Does
	<ol style="list-style-type: none"> Here is part of a lady's pretty necklace. It has a special pattern – look at these beads. Which one of these beads should come next? Here is another necklace. Which one of these beads should come next? (<i>Repeat for next pattern</i>) 	<ol style="list-style-type: none"> Assessor points to the whole pattern from Assessor's left to right. Assessor circles finger around the four options.
Scoring Criteria and Comments	Correct answer: big white circle	<input type="checkbox"/> 0 <input type="checkbox"/> 1
	Correct answer: small white square (<i>Stop here if this and the previous responses are incorrect</i>)	<input type="checkbox"/> 0 <input type="checkbox"/> 1
	Correct answer: white square	<input type="checkbox"/> 0 <input type="checkbox"/> 1
		Total (Max.3):
Country adaptation		
Domain	Cognitive Development	

9. Memory, follows multiple step instruction: follows three-stage instructions when given all at one time

Materials	A block or a small toy of similar size to the block (small toy to be provided by the country).	
Procedure	Assessor puts the block on the table and asks child to listen to a three-stage instruction and act accordingly. <i>Notes. 1. Do not repeat the instructions. 2. No gesturing by the Assessor.</i>	
Item Administration	Assessor Says	Assessor Does
	<ol style="list-style-type: none"> Listen carefully and do exactly what I am going to tell you. Please wait until I stop speaking. (say slowly and clearly). Now, please bring me the block/toy, sit on the chair and clap your hands two times. 	<ol style="list-style-type: none"> Assessor shows the child where the block/toy is and makes sure it is outside the child's reach so the child has to stand up to take it.
Scoring Criteria and Comments	Brought the block/toy to assessor	<input type="checkbox"/> 0 <input type="checkbox"/> 1
	Sat on the chair	<input type="checkbox"/> 0 <input type="checkbox"/> 1
	Clapped hands (any number of times)	<input type="checkbox"/> 0 <input type="checkbox"/> 1
	Clapped hands twice (extra point for exactly 2 claps)	<input type="checkbox"/> 0 <input type="checkbox"/> 1
		Total (Max.4):
Country adaptation		
Domain	Cognitive Development	

10. Short-term memory, verbal: repeats 5- to 7- word sentences (Stop administering Question 2 when child obtains score of zero on Question 1, stop administering Question 3 when child obtains score of zero on Question 2)

Materials	Nil.	
Procedure	Assessor asks child to listen carefully and repeat three sentences one by one after each is read. <i>Note. Do not repeat the sentences. Say it only once.</i>	
Item Administration	Assessor Says	Assessor Does
	I will read a sentence to you. Please repeat the sentence after me: 1. I went to the shop. (<i>Stop if response is incorrect</i>) Now listen to this one. 2. I bought sweets in the shop. (<i>Stop if response is incorrect</i>) Now listen to this one. 3. I shared the sweets with my friends.	
Scoring Criteria and Comments	Repeated the 5-word sentence (<i>Stop here if response is incorrect</i>)	<input type="checkbox"/> 0 <input type="checkbox"/> 1
	Repeated the 6-word sentence (<i>Stop here if response is incorrect</i>)	<input type="checkbox"/> 0 <input type="checkbox"/> 1
	Repeated the 7-word sentence	<input type="checkbox"/> 0 <input type="checkbox"/> 1
		Total (Max.3):
Country adaptation		
Domain	Cognitive Development	

11. (a) Card sorting task: sort by colour

Materials	<ol style="list-style-type: none"> Two sorting trays with a display panel behind each tray that supports the target cards and allows them to be displayed throughout the tasks. Two target cards (a blue rabbit and a red boat). 14 test cards (7 cards that show a red rabbit and 7 cards that show a blue boat) 	
Procedure	<ol style="list-style-type: none"> Assessor asks the child to sort 6 cards by colour and place them FACE DOWN into the appropriate trays. 	
Item Administration	<p>Assessor Says</p> <ol style="list-style-type: none"> Here's a blue rabbit and here's a red boat. Now we're going to play a card game. This is the colour game. In the colour game, all the blue ones go here and all the red ones go there. See, here is a blue one. So it goes here. If it's blue it goes here, but if it is red it goes there. Now, here is a red one. Where does this one go? (If the child takes the card and sort it and put into the tray correctly) Very good. You know how to play the colour game. (If the child sorts incorrectly) No, this one's red, so it has to go over here in the colour game. Can you help me put this red one down? Now it is your turn. Remember, if it is blue it goes here, but if it is red, it goes there. Here's a red one. Where does it go? Please put it face down in the tray. (Whether or not the child sort it correctly, respond in a non-evaluative way, do not say 	<p>Assessor Does</p> <ol style="list-style-type: none"> Assessor places the two sorting trays side by side in front of the child, ensuring that they are within reaching distance. A blue rabbit target card is fixed behind the tray on the child's left and a red boat behind the tray on the child's right. Assessor points to the tray on the left (blue) and on the right (red). Assessor sorts the blue boat test card and places it face down in the tray on the left. Assessor shows the child the red rabbit test card. Assessor ensures that the card is placed FACE DOWN in the appropriate tray. Assessor randomly selects a test card, shows it to the child and labels it by the relevant dimension only.

	<p>“okay”) Let’s do another one.</p> <p>10. (Repeat the rules) Remember, if it is blue it goes here, but if it is red, it goes there.</p> <p>11. Here is a blue one. Where does it go? (Repeat this until 6 test cards have been sorted).</p>	<p>8. Assessor selects a test card but makes sure the same colour, e.g. red rabbit, maybe selected up to two consecutive times but not more.</p> <p>9. Assessor shows the card to the child and labels it by the relevant dimension only.</p>
Scoring Criteria and Comments	Sorted 6 test cards according to colour	<input type="checkbox"/> 0 <input type="checkbox"/> 1 Total (Max.1):
Country adaptation		
Domain	Cognitive Development/ Executive function	

(b) Card sorting task: sort by shape

Materials	Same as Item 11(a)	
Procedure	<ol style="list-style-type: none"> 1. Continues immediately from Item 11 (a) without stopping. 2. Assessor asks the child to sort 6 cards by shape and place them FACE DOWN into the appropriate trays. 	
Item Administration	Assessor Says	Assessor Does
	<ol style="list-style-type: none"> 1. Now, we are going to play a new game. We are not going to play the colour game anymore. We are going to play the shape game. In the shape game, all the rabbits go here and all the boats go there. Remember, if it is a rabbit, put it here, but if it is a boat, put it there. 2. Here's a rabbit. Where does it go? Please put it face down into the tray. 3. (Whether or not the child sort it correctly, respond in a non-evaluative way, do not say "okay") Let's do another one. 4. (Repeat the rules) Remember, if it is a rabbit it goes here, but if it is boat, it goes there. 5. Here is a boat. Where does it go? (Repeat this until 6 test cards have been sorted). 	<ol style="list-style-type: none"> 1. Assessor points to the tray on the left (rabbit) and to the tray on the right (boat). 2. Assessor leaves the target cards and the test cards that were sorted earlier in the trays. 3. Assessor selects a test card and ensures that the same shape maybe selected up to two consecutive times but not more. Assessor shows the card to the child and labels it by the relevant dimension only.
Scoring Criteria and Comments	Sorted 6 test cards according to shape	<input type="checkbox"/> 0 <input type="checkbox"/> 1 <p style="text-align: right;">Total (Max.1):</p>
Country adaptation		
Domain	Cognitive Development/ Executive function	

12. -14. Concept formation: sorts by three criteria

Materials	<ol style="list-style-type: none"> Picture cards of three shapes (circle, square, triangle), in three colours (red, yellow, blue) and in three sizes (large, medium, small). Three pieces of A4 paper (to be provided by the country). 									
Procedure	Assessor asks child to sort 9 picture cards into three groups in three different ways.									
Item Administration	<p>Assessor Says</p> <ol style="list-style-type: none"> We have more picture cards now. (Item 12) Please put them together into three groups that belong together. (Item 13) Please put them together into another three groups. (Item 14) Can you think of a third way of putting these picture cards together? 	<p>Assessor Does</p> <ol style="list-style-type: none"> Assessor randomly scatters all the 9 picture cards on the table. Assessor places 3 pieces of paper in front of child and indicates each one. Assessor removes and shuffles picture cards, puts them on the table and asks child to sort in a second way. Assessor removes and shuffles picture cards, puts them on the table and asks child to sort in a third way. 								
Scoring Criteria and Comments	<p>Item (12) Sorted all the items into three groups according to the first criterion (Please tick the criterion as appropriate: size/colour/shape)</p> <p>Item (13) Sorted all the items into three groups according to the second criterion (Please tick the criterion as appropriate: size/colour/shape)</p> <p>Item (14) Sorted all the items into three groups according to the third criterion (Please tick the criterion as appropriate: size/colour/shape)</p> <p><i>Note.</i> We do not score for any pattern. Assessor has to adhere to sorting by same size or same colour or same shape.</p>	<table style="width: 100%; border: none;"> <tr> <td style="text-align: center;"><input type="checkbox"/> 0</td> <td style="text-align: center;"><input type="checkbox"/> 1</td> </tr> <tr> <td style="text-align: center;"><input type="checkbox"/> 0</td> <td style="text-align: center;"><input type="checkbox"/> 1</td> </tr> <tr> <td style="text-align: center;"><input type="checkbox"/> 0</td> <td style="text-align: center;"><input type="checkbox"/> 1</td> </tr> <tr> <td colspan="2" style="text-align: right; padding-top: 10px;">Total (Max.3):</td> </tr> </table>	<input type="checkbox"/> 0	<input type="checkbox"/> 1	<input type="checkbox"/> 0	<input type="checkbox"/> 1	<input type="checkbox"/> 0	<input type="checkbox"/> 1	Total (Max.3):	
<input type="checkbox"/> 0	<input type="checkbox"/> 1									
<input type="checkbox"/> 0	<input type="checkbox"/> 1									
<input type="checkbox"/> 0	<input type="checkbox"/> 1									
Total (Max.3):										
Country adaptation										
Domain	Cognitive Development									

15. Sequencing and seriation: arrange pictures according to temporal order (for 3 year-olds: only 3 pictures)

Materials	<p>5 pictures varying in temporal order.</p> <ol style="list-style-type: none"> 1. The sun rises in the east and child gets up. 2. Child carries his school bag and goes out of home. <i>(Picture is marked with a black dot at the back. For 3 yr-olds, do not use this picture.)</i> 3. Child is having a circle time with all the peers under the lead of their teacher in a big room. 4. Child leaves school and goes home. <i>(Picture is marked with a black dot at the back. For 3 yr-olds, do not use this picture.)</i> 5. Child is having dinner with his/her family and there is the moon and stars in the sky. 		
Procedure	Assessor places all five pictures in front of child and asks him/her to arrange them in the correct order.		
Item Administration	Assessor Says	Assessor Does	
	<ol style="list-style-type: none"> 1. Here are some pictures showing how a child spends his day. Please arrange the pictures in the correct order. 2. Which comes first? (One prompt is allowed for each picture) What comes next? (Continue to prompt for each picture if needed, but do not name content of any pictures. Accept all responses). 	<ol style="list-style-type: none"> 1. Assessor places all <i>three</i> or five pictures in front of child and in the following order from child's left: 3-1-5-4-2. 2. Assessor helps child places but not select the first picture on his/her far left. 	
Scoring Criteria and Comments	<p>Arranged any one picture in correct order</p> <p>Arranged any one or two more pictures in correct order</p> <p>Bonus point for all three pictures in correct order</p> <p>Arranged any two pictures in correct order</p> <p>Arranged any one or two more pictures in correct order</p> <p>Arranged all five pictures in correct order</p> <p>(If child gets the most difficult question within an item correct, please ensure that he/she is given credit for earlier questions within the item.)</p>	For 3 yr-olds	For 4 & 5 yr-olds
		<p><input type="checkbox"/> 0 <input type="checkbox"/> 1</p> <p><input type="checkbox"/> 0 <input type="checkbox"/> 1</p> <p><input type="checkbox"/> 0 <input type="checkbox"/> 1</p> <p>Total (Max.3):</p>	<p><input type="checkbox"/> 0 <input type="checkbox"/> 1</p> <p><input type="checkbox"/> 0 <input type="checkbox"/> 1</p> <p><input type="checkbox"/> 0 <input type="checkbox"/> 1</p> <p>Total (Max.3):</p>

Country Adaptation	
Domain	Cognitive Development

16. Cause and effect, reasoning inference: can tell what the effect of one object might be on another

Materials	1. A sharp pencil. 2. A blown-up balloon.	
Procedure	Assessor asks child to tell the effect of a sharp pencil poking a balloon. <i>Note.</i> Don't let child try.	
Item Administration	Assessor Says	Assessor Does
	1. Please tell me what will happen if a sharp pencil pokes a blown-up balloon.	1. Assessor holds the balloon and pencil and pretends to do it.
Scoring Criteria and Comments	Stated the effect of a sharp pencil poking a balloon	<input type="checkbox"/> 0 <input type="checkbox"/> 1
		Total (Max.1):
Remember to record child's answer		
Country adaptation		
Domain	Cognitive Development	

17. Cause and effect, reasoning inference: predicts season or weather

Materials	PICTURE BOOK: 1. A girl wears a swim-suit. 2. A boy wears a thick coat, a pair of gloves, a scarf, a hat, and thick pants.	
Procedure	Assessor shows the pictures and asks child to tell the weather.	
Item Administration	Assessor Says	Assessor Does
	1. Look at what this child is wearing. What's the weather like in this picture? 2. Look at what this child is wearing. What's the weather like in this picture? <u>Acceptable</u> answers for Picture 1: hot or summer; <u>Acceptable</u> answers for Picture 2: cold or winter.	1. Assessor shows first picture. 2. Assessor shows second picture.
Scoring Criteria and Comments	Stated hot or summer	<input type="checkbox"/> 0 <input type="checkbox"/> 1
	Stated cold or winter	<input type="checkbox"/> 0 <input type="checkbox"/> 1
		Total (Max.2):

Country adaptation	
Domain	Cognitive Development

18. Generates a hypothesis and tests it, solves problem: can make predictions and compare them to solve a logical problem

Materials	1. A wooden block. 2. A stone similar in size as a wooden block.	
Procedure	Assessor asks child to predict which will float on water.	
Item Administration	Assessor Says	Assessor Does
	1. This is a piece of wood and this is a piece of stone. Tell me which will float if put into water?	1. Assessor shows child a wooden block and a piece of stone.
Scoring Criteria and Comments	Predicted wood will float	<input type="checkbox"/> 0 <input type="checkbox"/> 1
		Total (Max.1):
Country adaptation		
Domain	Cognitive Development	

19. Concepts of time and space: can read a clock or other appropriate time measuring instrument (stop administering Questions 2 and 3 when child obtains score of zero on Question 1)

Materials	PICTURE BOOK: A picture with three analog clocks: 1) 5:00; 2) 9:00; 3) 3:30	
Procedure	Assessor shows the 3 analog clocks one at a time and asks child to tell time.	
Item Administration	Assessor Says	Assessor Does
	1. What time is shown on this clock?	1. Assessor shows each picture one at a time. Assessor has to cover the other two clocks when asking child questions on one clock.
Scoring Criteria and Comments	Correct answer: 5:00 (<i>Stop if response is incorrect</i>)	<input type="checkbox"/> 0 <input type="checkbox"/> 1
	Correct answer: 9:00	<input type="checkbox"/> 0 <input type="checkbox"/> 1
	Correct answer: 3:30	<input type="checkbox"/> 0 <input type="checkbox"/> 1
		Total (Max.3):
Country adaptation		

Domain	Cognitive Development
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20. Concepts of time and space: determines the position of an object in relation to another

Materials	<ol style="list-style-type: none"> 1. A block. 2. A real chair (already in room). 	
Procedure	Assessor asks child to put a block in different places from child's perspective. Be sure child stands up and moves around to answer the question.	
Item Administration	Assessor Says	Assessor Does
	<ol style="list-style-type: none"> 1. Please put the block on the chair. (DO NOT SCORE) 2. Please put the block under the chair. (DO NOT SCORE) 3. Please put the block on the right side of the chair. 4. Please put the block on the left side of the chair. <p><i>Note.</i> Must ask questions in this order.</p>	
Scoring Criteria and Comments	Put the block on the right side of the chair either on the chair or beside it	<input type="checkbox"/> 0 <input type="checkbox"/> 1
	Put the block on the left side of chair either on the chair or beside it	<input type="checkbox"/> 0 <input type="checkbox"/> 1
		Total (Max.2):
Country adaptation		
Domain	Cognitive Development	

21. Concept formation: names simple geometric shapes (*Stop administering Question 2 when child obtains score of zero on Question 1; stop administering Question 3 when child obtains score of zero on Question 2*)

Materials	PICTURE BOOK: A picture with eight different shapes.	
Procedure	Assessor points at the shapes one by one and asks child to name each shape.	
Item Administration	Assessor Says	Assessor Does
	1. What's the name of this shape?	1. Assessor points to each shape in this order: circle, triangle, square, rectangle, star, oval, half-circle, hexagon.
Scoring Criteria and Comments	Named at least 3 shapes	<input type="checkbox"/> 0 <input type="checkbox"/> 1
	Named 4 to 6 shapes	<input type="checkbox"/> 0 <input type="checkbox"/> 1
	Named 7 to 8 shapes	<input type="checkbox"/> 0 <input type="checkbox"/> 1
	(If child gets the most difficult question within an item correct, please ensure that he/she is given credit for earlier questions within the item.)	Total (Max.3):
Country Adaptation		
Domain	Cognitive Development	

Cognitive Development Items End

Socio-Emotional Development Items Start

22. Knows information about social identity and social relations: Knows own age

Materials	Nil.	
Procedure	Assessor asks child his/her age	
Item Administration	Assessor Says	Assessor Does
	1. Please tell me how old you are. Acceptable answer: can be given verbally or with fingers but has to be correct.	
Scoring Criteria and Comments	Knew own age. (If stated age and age shown with fingers are different, score the verbal response)	<input type="checkbox"/> 0 <input type="checkbox"/> 1 Total (Max.1):
Country adaptation		
Domain	Socio-Emotional Development	

23. Knows information about social identity and social relations: describes or tells others about his/her parents' names

Materials	Nil.	
Procedure	Assessor asks child his/her parents' names. Question varies according to child's circumstances – check demographic questionnaire.	
Item Administration	Assessor Says	Assessor Does
	1. Please tell me your mummy's name. 2. Please tell me your daddy's name. (One prompt is allowed) Please tell me her / his name. 3. (If child uses a term such as "mommy") What do other people call her?	
Scoring Criteria and Comments	Gave mother's given and family names (accept short name or abbreviated version, e.g., Catherine is called Kate)	<input type="checkbox"/> 0 <input type="checkbox"/> 1
	Gave father's given and family names (accept short name or abbreviated version, e.g., David is called Dave)	<input type="checkbox"/> 0 <input type="checkbox"/> 1 Total (Max.2):
Country adaptation		
Domain	Socio-Emotional Development	

24. Positive interactions with peers: can name a small group of friends

Materials	Nil.	
Procedure	Assessor asks child to name children he/she plays with.	
Item Administration	Assessor Says	Assessor Does
	<ol style="list-style-type: none"> 1. Please tell me the names of 2 children you play with apart from your brothers and sisters. 2. Tell me the names of another 2 children you play with. 3. Tell me the names of some more children you play with. <p>Unacceptable answers: names of cartoon figures.</p>	
Scoring Criteria and Comments	Gave 1-2 names of children that child plays with	<input type="checkbox"/> 0 <input type="checkbox"/> 1
	Gave another 1-2 names	<input type="checkbox"/> 0 <input type="checkbox"/> 1
	Gave additional 1-2 names	<input type="checkbox"/> 0 <input type="checkbox"/> 1
		Total (Max.3):
Country adaptation		
Domain	Socio-Emotional Development	

25. Knows polite forms of behavior to adults: tells how to pay respect to elders

Materials	<p>PICTURE BOOK:</p> <ol style="list-style-type: none"> 1. A sitting child and a standing elder on bus. 2. An adult giving a nicely wrapped gift to a child. 	
Procedure	<p>Assessor shows one picture at a time and asks child what the child in the picture should say or do.</p>	
Item Administration	Assessor Says	Assessor Does
	<ol style="list-style-type: none"> 1. Look at this picture. Look at this child. Here is an old lady. What would you say or do if you were the child? 2. In this picture, the adult is giving a very nice gift to this child. What would you say to the adult if you were this child? <p><u>Acceptable</u> answers for Picture 1: give the seat to the elder, greet the elder politely;</p> <p><u>Acceptable</u> answers for Picture 2: say thank you, show a culturally acceptable form of thank you.</p>	<ol style="list-style-type: none"> 1. Assessor shows first picture. 2. Assessor shows second picture.
Scoring Criteria and Comments	Knew what to say / do when seeing an elder	<input type="checkbox"/> 0 <input type="checkbox"/> 1
	Knew what to say when receiving a gift	<input type="checkbox"/> 0 <input type="checkbox"/> 1 <p style="text-align: right;">Total (Max.2):</p>
Remember to record child's answer		
Country adaptation		
Domain	Socio-Emotional Development	

26. Knows how to ask for help from adults: asks adults for help when distressed

Materials	<p>PICTURE BOOK:</p> <ol style="list-style-type: none"> 1. A girl cutting her finger. 2. A girl can't see her mummy in the street. 									
Procedure	<p>Assessor points to the picture to child one by one and asks him/her how the child in the picture should ask for help from adults.</p>									
Item Administration	<p>Assessor Says</p> <ol style="list-style-type: none"> 1. Look at this picture. A girl has cut her finger and blood is coming out. Who should she ask for help? (pause for answer) What help should she ask for? (if gives only one answer) – What else could she ask for? 2. Look at this picture. The child is lost on the street. What help should she ask for? (if gives only one answer) What else could she ask for? <p><u>Acceptable</u> answers for Picture 1: Who: seeking for help from any adult family member, nanny, doctors, etc.; What: come and see what happened; ask for a Band-Aid; telling adult that she hurt herself;</p> <p><u>Acceptable</u> answers for Picture 2: telling other adults nearby; calling the police; ask someone to take her home; tell someone her name and address.</p> <p><u>Unacceptable</u> answer for Picture 2: I want to go home.</p>	<p>Assessor Does</p> <ol style="list-style-type: none"> 1. Assessor shows first picture. 2. Assessor shows second picture. 								
Scoring Criteria and Comments	<p>Knew who to ask for help when cut finger</p> <p>Knew one kind of help in the finger cutting situation</p> <p>Knew second kind of help in the finger cutting situation</p> <p>Knew one kind of help in the losing mummy situation</p>	<table border="0"> <tr> <td><input type="checkbox"/> 0</td> <td><input type="checkbox"/> 1</td> </tr> <tr> <td><input type="checkbox"/> 0</td> <td><input type="checkbox"/> 1</td> </tr> <tr> <td><input type="checkbox"/> 0</td> <td><input type="checkbox"/> 1</td> </tr> <tr> <td><input type="checkbox"/> 0</td> <td><input type="checkbox"/> 1</td> </tr> </table>	<input type="checkbox"/> 0	<input type="checkbox"/> 1	<input type="checkbox"/> 0	<input type="checkbox"/> 1	<input type="checkbox"/> 0	<input type="checkbox"/> 1	<input type="checkbox"/> 0	<input type="checkbox"/> 1
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<input type="checkbox"/> 0	<input type="checkbox"/> 1									
<input type="checkbox"/> 0	<input type="checkbox"/> 1									
<input type="checkbox"/> 0	<input type="checkbox"/> 1									

	Knew second kind of help in the losing mummy situation	<input type="checkbox"/> 0	<input type="checkbox"/> 1
		Total (Max.5):	
Remember to record child's answer			
Country adaptation			
Domain	Socio-Emotional Development		

27. Absence of egocentrism; perspective taking: can take on another person's viewpoint

Materials	PICTURE BOOK: 1. A girl getting applause (clapping of hands) from others. 2. Four faces of the same girl: happy, sad, angry, surprised.		
Procedure	1. Assessor shows picture to child and asks how child in picture feels. (<i>Do not probe. Score the first answer given.</i>) 2. Assessor shows picture of emotions and asks child to point.		
Item Administration	Assessor Says	Assessor Does	
	1. Children are clapping for this girl. How do you think she feels? (Score whatever she answers). 2. <i>Whatever the child says, tells the child "She feels happy". Which picture shows how she feels? Point it for me.</i> <u>Acceptable answers:</u> happy, excited, proud.	1. Assessor shows first picture. 2. Assessor shows second picture.	
Scoring Criteria and Comments	Gave at least 1 answer in the applause situation	<input type="checkbox"/> 0	<input type="checkbox"/> 1
	Pointed to the HAPPY face	<input type="checkbox"/> 0	<input type="checkbox"/> 1
		Total (Max.2):	
Remember to record child's answer			
Country adaptation			
Domain	Socio-Emotional Development		

28. Positive interactions with peers: feels others' distress and acts

Materials	<p>PICTURE BOOK:</p> <ol style="list-style-type: none"> 1. A girl is crying because she cannot find her favorite toy. 2. Four faces of the same girl: happy, sad, angry, surprised. 	
Procedure	<p>Assessor shows picture to child and asks what the child will do to make the girl stop crying. Then assessor shows child the picture of emotions and asks child to point to the one that shows how the girl is feeling.</p>	
Item Administration	Assessor Says	Assessor Does
	<ol style="list-style-type: none"> 1. Look at this picture. The girl is crying because she cannot find her favorite toy. How does she feel? 2. Can you point to the one that shows how she feels? 3. What could you do to make the girl stop crying? 4. <i>(If only one answer)</i> – What else could you do? <p><u>Acceptable</u> answers: look for the toy, share my toy with her, ask an adult to help look for it, comfort the child.</p> <p><u>Unacceptable</u> answers: “Tell the child not to cry” without sympathy, asking “what’s wrong” because child already knows what the problem is.</p>	<ol style="list-style-type: none"> 1. Assessor shows first picture. 2. Assessor shows second picture.
Scoring Criteria and Comments	Pointed to SAD face	<input type="checkbox"/> 0 <input type="checkbox"/> 1
	Gave 1 answer on how to make the girl stop crying	<input type="checkbox"/> 0 <input type="checkbox"/> 1
	Gave 1 more answer on how to make the girl stop crying	<input type="checkbox"/> 0 <input type="checkbox"/> 1
Total (Max.3):		
Remember to record child's answer		
Country adaptation		
Domain	Socio-Emotional Development	

29. Recognizes own emotions: tells what makes him/her happy, angry or unhappy

Materials	Nil.	
Procedure	Assessor asks child what makes him/her happy and angry.	
Item Administration	Assessor Says	Assessor Does
	1. Tell me what makes YOU happy? (One prompt is allowed) Can you think of something else? 2. What makes YOU angry? (One prompt is allowed) Can you think of something else?	
Scoring Criteria and Comments	Gave 1 answer on what makes child Happy (1 prompt)	<input type="checkbox"/> 0 <input type="checkbox"/> 1
	Gave 1 more answer on what makes child Happy	<input type="checkbox"/> 0 <input type="checkbox"/> 1
	Gave 1 answer on what makes child Angry (1 prompt)	<input type="checkbox"/> 0 <input type="checkbox"/> 1
	Gave 1 more answer on what makes child Angry	<input type="checkbox"/> 0 <input type="checkbox"/> 1
		Total (Max.4):
Remember to record child's answer		
Country adaptation		
Domain	Socio-Emotional Development	

30. Resolves conflicts: identifies how to resolve problems in their play with other children

Materials	PICTURE BOOK: A picture of one girl and one boy fighting over a ball in the playground and other children are looking at them.	
Procedure	Assessor shows the picture to child and asks what he/she will say to the two children who are fighting.	
Item Administration	Assessor Says	Assessor Does
	<ol style="list-style-type: none"> Look at this picture. The girl and the boy are fighting over a ball in the playground. How can you help them? (One prompt is allowed) Is there anything else that you can do? <p>Acceptable answers: any problem-solving answer, e.g. I can tell them to share or take turns to play, tell the teacher, get another ball, suggest to them to play something else, you need to play nicely, let's all play together.</p>	<ol style="list-style-type: none"> Assessor shows picture.
Scoring Criteria and Comments	Gave 1 answer to solve the fighting problem	<input type="checkbox"/> 0 <input type="checkbox"/> 1
	Gave 1 more answer to solve the fighting problem	<input type="checkbox"/> 0 <input type="checkbox"/> 1 <div style="text-align: right;">Total (Max.2):</div>
Remember to record child's answer		
Country adaptation		
Domain	Socio-Emotional Development	

31. Express preferences: can express choice about play activities

Materials	Nil.	
Procedure	Assessor asks child what he /she likes to do and what he/she likes to do best.	
Item Administration	Assessor Says	Assessor Does
	1. Please tell me 3 things that you like to do. 2. Which one do you like best? <u>Acceptable</u> answers: not specifically about “playing toys”; activities and games are also acceptable.	
Scoring Criteria and Comments	Gave three answers for what he / she likes to do	<input type="checkbox"/> 0 <input type="checkbox"/> 1
	Gave one answer for what he / she likes to do best	<input type="checkbox"/> 0 <input type="checkbox"/> 1
		Total (Max.2):
Country adaptation		
Domain	Socio-Emotional Development	

32. Controls inappropriate negative emotions: child tries to restrain negative emotions

Materials	One boy doll and one girl doll	
Procedure	Assessor uses one boy doll and one girl doll to demonstrate the item.	
Item Administration	Assessor Says	Assessor Does
	1. This girl was running but didn't look where she was going and bumped into the boy. What should the boy do? <u>Acceptable</u> answers: cry, ask other child to say “sorry”, get up. <u>Unacceptable</u> answers: push, hit, scold, swear.	1. Assessor shows one girl doll runs and bumps into a boy doll, and knocks the boy doll down somewhat gently.
Scoring Criteria and Comments	Gave 1 action the boy should do	<input type="checkbox"/> 0 <input type="checkbox"/> 1
		Total (Max.1):
Remember to record child's answer		
Country adaptation		
Domain	Socio-Emotional Development	

33. Understands consequences of negative actions: says he/she is sorry for action and what he/she needs to do to make amends

Materials	One boy doll and one girl doll	
Procedure	Continues immediately from Item 32 without stopping. Assessor asks what the girl doll who was running should say or do.	
Item Administration	Assessor Says	Assessor Does
	1. What should the girl do? (One prompt is allowed) 2. Is there anything else she should do? <u>Acceptable</u> answers: help him up, apologize, comfort him, call adult for help. <u>Unacceptable</u> answers: laugh at him, walk away, "Don't do it again" (this is a long term implication).	
Scoring Criteria and Comments	Gave 1 answer on what the girl should say or do (1 prompt)	<input type="checkbox"/> 0 <input type="checkbox"/> 1
	Gave 1 more answer	<input type="checkbox"/> 0 <input type="checkbox"/> 1 <div style="text-align: right;">Total (Max.2):</div>
Remember to record child's answer		
Country adaptation		
Domain	Socio-Emotional Development	

34. Able to follow rules in the social context: behaves according to simple rules and social orders in their family/school/community

Materials	<p>PICTURE BOOK:</p> <ol style="list-style-type: none"> 1. A boy pointing his finger at his parents and shouting; 2. A boy lining up in a queue to pay for stationary in a shop. 									
Procedure	<p>Assessor presents each picture to child and asks what he/she thinks is right/wrong with what is happening in the picture and why.</p>									
Item Administration	<p>Assessor Says</p> <ol style="list-style-type: none"> 1. Look at this picture. The boy is pointing his finger at his parents and shouting. Do you think it is right or wrong for him to do this? (Pause for response) Why? 2. (If only one answer) That is a good reason – can you give me another one? 3. This boy is lining up in a queue when he wants to pay for stationary in a shop. Do you think it is right or wrong for him to do this? (Pause for response) Why? 4. (If only one answer) That is a good reason – can you give me another one? <p><u>Acceptable</u> answers for Picture 1: you should not point your finger to your parents and shout; because they are elders and should be respected; it is not polite; it is bad manners;</p> <p><u>Acceptable</u> answers for Picture 2: you should line up; it is polite; the shopkeeper won't like it.</p>	<p>Assessor Does</p> <ol style="list-style-type: none"> 1. Assessor shows first picture. 2. Assessor shows second picture. 								
Scoring Criteria and Comments	<p>Identified that pointing at parents is inappropriate</p> <p>Gave reason for why it is wrong to point at parents</p> <p>Gave another reason for why it is wrong to point at parents (1 prompt)</p> <p>Identified that queuing up is appropriate</p>	<table border="0"> <tr> <td><input type="checkbox"/> 0</td> <td><input type="checkbox"/> 1</td> </tr> <tr> <td><input type="checkbox"/> 0</td> <td><input type="checkbox"/> 1</td> </tr> <tr> <td><input type="checkbox"/> 0</td> <td><input type="checkbox"/> 1</td> </tr> <tr> <td><input type="checkbox"/> 0</td> <td><input type="checkbox"/> 1</td> </tr> </table>	<input type="checkbox"/> 0	<input type="checkbox"/> 1	<input type="checkbox"/> 0	<input type="checkbox"/> 1	<input type="checkbox"/> 0	<input type="checkbox"/> 1	<input type="checkbox"/> 0	<input type="checkbox"/> 1
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	Gave reason for why queuing up is appropriate (1 prompt)	<input type="checkbox"/> 0	<input type="checkbox"/> 1
	Gave another reason for why queuing up is appropriate	<input type="checkbox"/> 0	<input type="checkbox"/> 1
		Total (Max.6):	
Remember to record child's answer			
Country adaptation			
Domain	Socio-Emotional Development		

35. Sense of fairness, expresses opinion about fairness among friends: divides a reward among group

Materials	PICTURE BOOK: A picture of one boy and two girls. One girl is holding a big bag of sweets. Other children are nearby.		
Procedure	Assessor shows the picture to child and asks what he/she will do if he/she is holding the big bag of sweets.		
Item Administration	Assessor Says	Assessor Does	
	1. Look at this picture. The girl has a big bag of sweets. If you were the girl, what would you do with the big bag of sweets? <u>Acceptable</u> answers: sharing it with others, including people not in the picture.	1. Assessor shows picture.	
Scoring Criteria and Comments	Gave 1 answer on sharing sweets	<input type="checkbox"/> 0	<input type="checkbox"/> 1
		Total (Max.1):	
Remember to record child's answer			
Country adaptation			
Domain	Socio-Emotional Development		

36. Able to follow rules in the social context: follows rules consistently. (Teacher rating)

Materials	Nil.			
Procedure	Assessor observes whether child can follow the assessment rules during the assessment. SCORE NOW.			
Item Administration	Nil.			
Scoring Criteria and Comments	Followed the rules of assessment	Not very much <input type="checkbox"/> 0	Most of the time <input type="checkbox"/> 1	Throughout the session <input type="checkbox"/> 2
		Total (Max. 2):		
Country adaptation				
Domain	Socio-Emotional Development			

Socio-Emotional Development Items End

Motor Development Items Start

37. Balance when walking: walks forward and backwards, step by step without falling off a line

Materials	Secure a tape of 3 meters on the floor. Width of the tape is 10 cm.	
Procedure	Assessor asks child to walk on the tape step by step the whole length of 3 meters forward, then backwards. <i>Note.</i> If child cannot pass the item of walking forward, do not ask him/her to walk backwards.	
Item Administration	Assessor Says	Assessor Does
	<ol style="list-style-type: none"> Here is a line. I'm going to show you how to walk on line. Please walk as I did on the line and try to stay on the line. Now, I'm going to show you how to walk backwards on the line. Please walk backwards on the line like I did and try to stay on the line. Go. 	<ol style="list-style-type: none"> Assessor secures the tape on the ground and stands at one end. Assessor shows how to walk three steps forward on the tape. Assessor shows how to walk three steps backwards on the tape.
Scoring Criteria and Comments	Forward: Pass if fell off or side-stepped three times or less	<input type="checkbox"/> 0 <input type="checkbox"/> 1
	Backwards: Pass if fell off or side-stepped three times or less <i>Note. If child fails in Forward, skip Backward.</i>	<input type="checkbox"/> 0 <input type="checkbox"/> 1 Total (Max.2):
Country adaptation		
Domain	Motor Development	

38. Eats and drinks independently: can pour water from a pitcher into a plastic cup

Materials	<ol style="list-style-type: none"> A pitcher with water. A plastic cup with a line below the rim, half-filled with water. 	
Procedure	Assessor asks child to pour water from a pitcher into a plastic cup.	
Item Administration	Assessor Says	Assessor Does
	<ol style="list-style-type: none"> Please pour water into this plastic cup up to the line. 	<ol style="list-style-type: none"> Assessor makes sure the plastic cup is half-filled with water.
Scoring Criteria and Comments	Filled cup up to the line from a pitcher without spilling	<input type="checkbox"/> 0 <input type="checkbox"/> 1 Total (Max. 1):
	Country adaptation	
Domain	Motor Development	

39. Balance when walking and when holding objects: holds a cup of water while walking and placing it without spilling

Materials	1. A plastic cup without a handle; cup filled with water up to the line in the cup. 2. Child-height table or surface (provided by the country).	
Procedure	Ask child to hold a cup filled with water with one hand and walk, and put it down on a child-height surface without spilling.	
Item Administration	Assessor Says	Assessor Does
	1. Please help me by carrying this cup in one hand and putting it over there (<i>pointing clearly</i>) without spilling.	1. Assessor uses the black tape to measure 3 meters from the child and put a child-height table.
Scoring Criteria and Comments	No spill while walking or putting cup down; child has to hold cup with one hand <i>Note.</i> A spill has to be more than one teaspoon; do not count “a drop” as a spill	<input type="checkbox"/> 0 <input type="checkbox"/> 1 Total (Max.1):
Country adaptation		
Domain	Motor Development	

40. Throws and catches a ball: throws a ball (*Stop administering Question 4 when child obtains scores of zero on Questions 2 and 3*)

Materials	1. A ball with a diameter of 20 cm. 2. A 30 cm x 30 cm square target on the floor.	
Procedure	Assessor asks child to stand 3 meters away from the target then throw the ball at the target.	
Item Administration	Assessor Says	Assessor Does
	1. Please stand here and throw the ball to the target. Try to hit it. You can only throw three times.	2. Assessor uses the black tape to measure 3 meters from the child and places target flat on the ground. 3. Assessor allows child to throw the ball with one or both hands.
Scoring Criteria and Comments	1. Threw the ball for at least 1 meter 2. Hit the target on first attempt 3. Hit the target on second attempt	<input type="checkbox"/> 0 <input type="checkbox"/> 1 <input type="checkbox"/> 0 <input type="checkbox"/> 1 <input type="checkbox"/> 0 <input type="checkbox"/> 1

	4. Hit the target on third attempt	<input type="checkbox"/> 0	<input type="checkbox"/> 1
		Total (Max.4):	
Country adaptation			
Domain	Motor Development		

41. Catches a ball (Stop administering Question 3 when child obtains scores of zero on Questions 1 and 2)

Materials	A ball with a diameter of 20 cm.		
Procedure	Assessor asks child to stand 3 meters away from assessor. <i>Note.</i> This item can be administered with Item 40 throwing a ball.		
Item Administration	Assessor Says	Assessor Does	
	1. Please stand there. I will throw the ball to you 3 times and you should try to catch it.	1. Assessor throws the ball underarm straight to child three times. 2. Assessor allows child to catch the ball with one or both hands.	
Scoring Criteria and Comments	1. Caught ball the first time	<input type="checkbox"/> 0	<input type="checkbox"/> 1
	2. Caught ball the second time	<input type="checkbox"/> 0	<input type="checkbox"/> 1
	3. Caught ball the third time	<input type="checkbox"/> 0	<input type="checkbox"/> 1
		Total (Max.3):	
Country adaptation			
Domain	Motor Development		

42. Applied fine motor skills: folds paper into simple shapes

Materials	<ol style="list-style-type: none"> 1. A piece of A4-size plain white paper (to be provided by country). 2. Child-height table or surface (to be provided by country). 							
Procedure	<ol style="list-style-type: none"> 1. Assessor demonstrates the steps to fold a paper airplane and asks child to follow step by step. (See Annex 1). 							
Item Administration	Assessor Says	Assessor Does						
	<ol style="list-style-type: none"> 1. Look carefully at how I'm folding an airplane and follow me step by step. 2. Please follow me and fold the paper. 	<ol style="list-style-type: none"> 1. Assessor makes sure child is sitting side by side next to the Assessor so they have the same orientation toward the folded paper. 2. Assessor starts with Step 1. Do not do Step 2 until child has tried Step 1. 3. After child finishes Step 1, assessor demonstrates Step 2. 4. Continue the demonstration for the 7 steps, asking child to follow each step. 5. The task stops when child stops trying or following. 						
Scoring Criteria and Comments	<p>Folded Steps 1-3 reasonably adequately</p> <p>Folded Steps 4-7 reasonably adequately</p>	<table style="width: 100%; border: none;"> <tr> <td style="text-align: center;"><input type="checkbox"/> 0</td> <td style="text-align: center;"><input type="checkbox"/> 1</td> </tr> <tr> <td style="text-align: center;"><input type="checkbox"/> 0</td> <td style="text-align: center;"><input type="checkbox"/> 1</td> </tr> <tr> <td colspan="2" style="text-align: right;">Total (Max.2):</td> </tr> </table>	<input type="checkbox"/> 0	<input type="checkbox"/> 1	<input type="checkbox"/> 0	<input type="checkbox"/> 1	Total (Max.2):	
<input type="checkbox"/> 0	<input type="checkbox"/> 1							
<input type="checkbox"/> 0	<input type="checkbox"/> 1							
Total (Max.2):								
Country adaptation								
Domain	Motor Development							

43. Applied fine motor skills: threads string with beads

Materials	<ol style="list-style-type: none"> 2 beads to be threaded with the diameter of 2cm (0.7-cm-diameter hole), and 1 cm (0.3-cm-diameter hole). A piece of string 30 cm long but not stiff. 	
Procedure	<ol style="list-style-type: none"> Assessor asks child to first string the large bead then the small bead. As soon as the child fails to string the large bead, terminate the item and score both as 0. 	
Item Administration	Assessor Says	Assessor Does
	<ol style="list-style-type: none"> Please thread this bead with the string. 	<ol style="list-style-type: none"> Assessor gives the string with a tied end to child so that the beads will not slip off. Assessor gives the large bead then the small bead to child. Give the beads one by one. As soon as the child fails to string the larger bead, terminate the item and score both as 0.
Scoring Criteria and Comments	Strung large bead	<input type="checkbox"/> 0 <input type="checkbox"/> 1
	Strung small bead	<input type="checkbox"/> 0 <input type="checkbox"/> 1
		Total (Max.2):
Country adaptation		
Domain	Motor Development	

Motor Development Items End

Language and Emergent Literacy Development Items Start

44. Receptive Language, understand verbal communication: can identify actions when shown pictures or stimuli by pointing.

Materials	PICTURE BOOK: On one page pictures of combing hair, cutting, jumping, brushing teeth, washing face, putting on shoes and two distraction pictures (dressing; kicking a ball)	
Procedure	Assessor says one word at a time and asks child to point to corresponding picture.	
Item Administration	Assessor Says	Assessor Does
	1. I am going to say some words. Please point to the right picture each time: Combing hair Washing face Cutting Jumping Putting on shoes Brushing teeth	
Scoring Criteria and Comments	Identified combing hair	<input type="checkbox"/> 0 <input type="checkbox"/> 1
	Identified washing face	<input type="checkbox"/> 0 <input type="checkbox"/> 1
	Identified cutting	<input type="checkbox"/> 0 <input type="checkbox"/> 1
	Identified jumping	<input type="checkbox"/> 0 <input type="checkbox"/> 1
	Identified putting on shoes	<input type="checkbox"/> 0 <input type="checkbox"/> 1
	Identified brushing teeth	<input type="checkbox"/> 0 <input type="checkbox"/> 1
		Total (Max.6):
Country adaptation		
Domain	Language and Emergent Literacy Development	

45. Pre-reading: phonological awareness of first sounds - Can identify words that have similar first sounds.

Materials	<p>Three pairs of words have the same initial sounds (ball; bun) and 3 pairs have the same final sounds (fat, cat). <i>Note.</i> Only English version given here; each country must modify according to their language. Word pairs and their order of presentation need to be standardized within each country. Words in each pair should not be too different, like in the English example below; fairly similar words are the best. Also the words should be simple, and easily recognizable by children aged 3-5 in the country.</p>	
Procedure	<ol style="list-style-type: none"> Assessor reads out a word pair with slight emphasis on first sound and asks child to indicate if this pair has matching first sounds or not. Say each pair only once but repeat practice items if needed. 	
Item Administration	Assessor Says	Assessor Does
	<ol style="list-style-type: none"> I am going to say some words and you have to listen very carefully to see if they have the same first sound. Practice item 1: I will give you an example: dog/ day. Do they have the same first sound? (child answers) (<i>Say Yes or No depending on child's answer</i>), they have the same first sound; their first sound is "d" (say the sound "duh", not the letter "dee"). Practice Item 2: Let's try another pair: hat/ cap? Do they have the same first sound? <i>Yes/No</i>, they have different sounds: the first sound of hat is "h" and the first sound of cap is "c" (say sound, not letter). Are you ready? Listen! Fat/Cat Do they have the same first sound? Repeat "Do they have same first sound" for each word pair. 	
Scoring Criteria and Comments	Identified first sound in (fat/cat) is different	<input type="checkbox"/> 0 <input type="checkbox"/> 1
	Identified first sound in (ball/bun) is the same	<input type="checkbox"/> 0 <input type="checkbox"/> 1

	Identified first sound in (yell/well) is different	<input type="checkbox"/> 0	<input type="checkbox"/> 1
	Identified first sound in (go/so) is different	<input type="checkbox"/> 0	<input type="checkbox"/> 1
	Identified first sound in (Tom/Tim) is the same	<input type="checkbox"/> 0	<input type="checkbox"/> 1
	Identified first sound in (pat/pot) is the same	<input type="checkbox"/> 0	<input type="checkbox"/> 1
		Total (Max.6):	
Country adaptation			
Domain	Language and Emergent Literacy Development		

46. Expressive Language, defines words and explains pictures: can define the actions in 5 pictures

Materials	PICTURE BOOK: Five pictures of common actions on same page (reading, writing, kicking a ball, crawling, and washing hands)		
Procedure	Assessor presents pictures to child and asks him/ her to name the action: 1) Washing hands; 2) Reading; 3) Writing; 4) Kicking a ball; 5) Crawling		
Item Administration	Assessor Says	Assessor Does	
	I will point to some pictures. Please tell me what each person is doing in each picture.	Point to pictures, one at a time, in order of scoring.	
Scoring Criteria and Comments	Identified <i>washing hands</i>	<input type="checkbox"/> 0	<input type="checkbox"/> 1
	Identified <i>reading</i>	<input type="checkbox"/> 0	<input type="checkbox"/> 1
	Identified <i>writing</i>	<input type="checkbox"/> 0	<input type="checkbox"/> 1
	Identified <i>kicking a ball</i>	<input type="checkbox"/> 0	<input type="checkbox"/> 1
	Identified <i>crawling</i>	<input type="checkbox"/> 0	<input type="checkbox"/> 1
		Total (Max.5):	
Country adaptation			
Domain	Language and Emergent Literacy Development		

47. Expressive Language, can express an idea in several sentences related to each other:
tells/recounts story with the help of pictures

Materials	PICTURE BOOK: Four related pictures (one per page) making up a simple story: family walks together in a forest with baskets in hands; family eats picnic together outdoors; family plays together outdoors; family naps. <i>Note.</i> Pictures should be adapted in different countries.	
Procedure	Assessor asks child to look at the pictures and tell the story.	
Item Administration	Assessor Says	Assessor Does
	<ol style="list-style-type: none"> Please look at the pictures. Tell me who is in the story and what is happening. <p><i>Note.</i> (One prompt per picture is allowed after child stops talking) Can you tell me more?</p>	<ol style="list-style-type: none"> Show each picture in sequence for 5 seconds per picture. Go back to Picture 47-1 If child has nothing more to add, go to next picture. Repeat question 2, if needed, for Pictures 47-2 to 47-4.
Scoring Criteria and Comments	Labeled people/ objects in the pictures or put them in a story	<input type="checkbox"/> 0 <input type="checkbox"/> 1
	Described a minimum of 2 actions in the story	<input type="checkbox"/> 0 <input type="checkbox"/> 1
	Linked all 4 pictures with some cohesion evident	<input type="checkbox"/> 0 <input type="checkbox"/> 1
	(If child gets the most difficult question within an item correct, please ensure that he/she is given credit for earlier questions within the item.)	Total (Max.3):
Remember to record child's answer.		
Country adaptation		
Domain	Language and Emergent Literacy Development	

48. Expressive Language, uses correct grammar in sentences: correct use of pronouns (e.g. he, his, she, my, they, him, etc.)

Materials	Nil.		
Procedure	Use story and procedure from Item 47. From the recorded story score if child can substitute a pronoun for a noun, e.g. says “My...” instead of own name; says “he/she...” instead of others’ name. If child does not say a pronoun – ask the child whose shoes are these (pointing to the child’s shoe).		
Item Administration	Nil.		
Scoring Criteria and Comments	Used pronoun instead of noun more than 50% OR Knew the shoe is “mine”	<input type="checkbox"/> 0	<input type="checkbox"/> 1 Total (Max.1):
Country adaptation			
Domain	Language and Emergent Literacy Development		

49. Expressive Language, can express an idea in several sentences: describes events or experiences to others

Materials	Nil.		
Procedure	Use story and procedure from Item 47. From the recorded story score description in sequence and/or in-depth . <u>Acceptable</u> answer of event descriptions: family walks together in a forest; family carries baskets in hands; family eats picnic together outdoors; family plays together outdoors; family naps/ sleeps/ rests.		
Item Administration	Nil.		
Scoring Criteria and Comments	Mentioned 1 event	<input type="checkbox"/> 0	<input type="checkbox"/> 1
	Mentioned 1 more event in sequence or in depth	<input type="checkbox"/> 0	<input type="checkbox"/> 1
	Mentioned another 1 or more events in sequence or in depth	<input type="checkbox"/> 0	<input type="checkbox"/> 1
			Total (Max.3):
Country adaptation			
Domain	Language and Emergent Literacy Development		

50. Cause and effect, reasoning inference: guesses what is going to happen next in a story

Materials	PICTURE BOOK: One picture of the family at the picnic with thunder and lightning, and it rains heavily.	
Procedure	Assessor asks child to predict what will happen next in the story.	
Item Administration	Assessor Says	Assessor Does
	<p>1. Look at this picture. The family was resting after eating but suddenly, there is thunder and lightning, and it rains heavily.</p> <p>2. What do you think will happen next?</p> <p>(One prompt, if child gives only one answer):What do you think will happen to the children?</p> <p><u>Acceptable answers</u>: got wet/ran home/ran for shelter etc.;</p> <p><u>unacceptable answers</u>: any answers unrelated to the pictures, or repeating what assessor said, or describing picture</p>	
Scoring Criteria and Comments	Provided 1 realistic, logical and reasonable answer to what happens in story after rain. (1 prompt)	<input type="checkbox"/> 0 <input type="checkbox"/> 1
	Provided another 1 or more realistic, logical and reasonable answer(s) to what happens in story after rain	<input type="checkbox"/> 0 <input type="checkbox"/> 1
Total (Max.2):		
Remember to record child's answer		
Country adaptation		
Domain	Language and Emergent Literacy Development	

51. Expressive Language, Use correct grammar: makes 5-word sentences.

Materials	Nil.	
Procedure	Coded from Items 47 and 50.	
Item Administration	Nil.	
Scoring Criteria and Comments	Used at least two 5-word sentences with correct grammar	<input type="checkbox"/> 0 <input type="checkbox"/> 1 <div style="text-align: right;">Total (Max.1):</div>
Remember to record child's sentences		
Country adaptation		
Domain	Language and Emergent Literacy Development	

52. Pre-reading, recognizes written letters/ characters/ symbols: knows at least three letters

Materials	PICTURE BOOK: One page with 12 capital Roman letters in the following order of: A,C,F,G,H,M,N,P,Q,D,X,Y; <i>Note.</i> Countries should change the letters into their own script.	
Procedure	Assessor asks child to look at the letters or, characters/ symbols and to point to as many as he/she knows.	
Item Administration	Assessor Says	Assessor Does
	1. Please look at this sheet. I wonder which ones you know. I will say a letter (character/ symbol) and you show me which one it is. C D F G A 2. Please show me: M N H Q P Y X	1. Say one letter at a time. 2. Stop if child knows 2 or fewer letters.
Scoring Criteria and Comments	Identified 3-4 letters. Identified 5-7 letters Identified 8-10 letters Identified 11-12 letters (If child gets the most difficult question within an item correct, please ensure that he/she is given credit for earlier questions within the item.)	<input type="checkbox"/> 0 <input type="checkbox"/> 1 <input type="checkbox"/> 0 <input type="checkbox"/> 1 <input type="checkbox"/> 0 <input type="checkbox"/> 1 <input type="checkbox"/> 0 <input type="checkbox"/> 1 <div style="text-align: right;">Total (Max.4):</div>
Country adaptation		

Domain	Language and Emergent Literacy Development
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53. Pre-reading, recognizes written letters/ characters/ symbols: distinguishes between similar letters/ characters/ symbols

Materials	PICTURE BOOK: Six pages with a pair of letters/ characters/ symbols each <i>Note.</i> Only English letters provided here. Countries must develop their own items according to their own language.	
Procedure	Assessor shows child Pictures 53-1 to 53-6 one at a time and asks if two items in a pair look the same or different. NO naming of letters/ characters/ symbols by either child or assessor.	
Item Administration	Assessor Says	Assessor Does
	1. Picture 53-1: Please look at these two letters and tell me if they look the same or different. 2. Pictures 53-2 to 53-6: Do these look same or different?	1. Point to letter pair. 2. (Child answers), then turn to next relevant page.
Scoring Criteria and Comments	Correct answer for b/b (same)	<input type="checkbox"/> 0 <input type="checkbox"/> 1
	Correct answer for q/q (same)	<input type="checkbox"/> 0 <input type="checkbox"/> 1
	Correct answer for u/v (different)	<input type="checkbox"/> 0 <input type="checkbox"/> 1
	Correct answer for b/d (different)	<input type="checkbox"/> 0 <input type="checkbox"/> 1
	Correct answer for u/u (same)	<input type="checkbox"/> 0 <input type="checkbox"/> 1
	Correct answer for q/p (different)	<input type="checkbox"/> 0 <input type="checkbox"/> 1
		Total (Max.6):
Country adaptation		
Domain	Language and Emergent Literacy Development	

54. Pre-reading, understands concept of a book: holds a book and opens each page to look as if he/she can read from left hand side to right hand side

Materials	1. Kitchen Timer 2. A wordless picture book (same book within each country) with at least 10 relatively stiff pages that can be turned (20 readable pages), about A5 size. Each country selects the book that meets these criteria.	
Procedure	Assessor offers a book to the child and observes how child “reads” the book.	
Item Administration	Assessor Says	Assessor Does
	1. While I’m tidying up, I would like you to look at this book. (One prompt is allowed if child does not respond for 30 seconds): Show me how you read this book.	1. Place a book in front of the child with the back of the book (spine) facing the child and face down. 2. Should avoid staring at the child; pretend to be busy with some materials. 3. Observe how the child holds the book (right side up) and opens a page and looks at it. 4. If child looks more than 2 minutes, then say stop.
Scoring Criteria and Comments	Held book right side up	<input type="checkbox"/> 0 <input type="checkbox"/> 1
	'Read' from front to back	<input type="checkbox"/> 0 <input type="checkbox"/> 1
	Turned at least one page	<input type="checkbox"/> 0 <input type="checkbox"/> 1
	Spent at least 2 minutes looking at the book	<input type="checkbox"/> 0 <input type="checkbox"/> 1
	Turned at least a few pages of the book	<input type="checkbox"/> 0 <input type="checkbox"/> 1
	Turned at least ½ of all the pages of the book	<input type="checkbox"/> 0 <input type="checkbox"/> 1
	Turned all pages of the book (If child gets the most difficult question within an item correct, please ensure that he/she is given	<input type="checkbox"/> 0 <input type="checkbox"/> 1 <p style="text-align: right;">Total (Max.7):</p>

	credit for earlier questions within the item.)	
Country adaptation		
Domain	Language and Emergent Literacy Development	

55. Pre-writing: draws shapes following samples

Materials	<p>1. Last page of the Scoring Form. A circle, a triangle, and a rectangle are printed on the upper part of the page and the bottom part is left blank.</p> <p>2. Pencil</p>	
Procedure	Assessor asks child to copy three shapes. NO naming of shape from child or assessor.	
Item Administration	Assessor Says	Assessor Does
	<p>1. See this shape?</p> <p>2. Please draw one just like it here.</p>	<p>1. Give child the page with a circle, a triangle and a rectangle on the upper part of the page.</p> <p>2. Point to the circle.</p> <p>3. Point to empty space below.</p> <p>4. Repeat Questions 1 and 2 for triangle.</p> <p>5. Repeat Question 1 and 2 for rectangle.</p> <p>6. Observe pencil hold and paper adjustment to score accordingly.</p>

56. Pre-writing, can write some letters/symbols/or object without model: “writes” his/her name without adult’s help or prompt

Materials	1. Same page as for Item 55 2. Pencil	
Procedure	Assessor asks child to write his/her own name.	
Item Administration	Assessor Says	Assessor Does
	Please write your name here.	Point to the appropriate space. NO prompting.
Scoring Criteria and Comments	Wrote a letter or a symbol	<input type="checkbox"/> 0 <input type="checkbox"/> 1
	Wrote about half of his/her name without model	<input type="checkbox"/> 0 <input type="checkbox"/> 1
	Wrote first or family name in full (no reversals, omissions, or substitutions) without model	<input type="checkbox"/> 0 <input type="checkbox"/> 1
	(If child gets the most difficult question within an item correct, please ensure that he/she is given credit for earlier questions within the item.)	Total (Max.3):
Country adaptation		
Domain	Language and Emergent Literacy Development	

57. Pre-writing: draw shapes without model

Materials	1. Same page of the Scoring Form as for Items 55 + 56, reverse side 2. A pencil	
Procedure	Assessor asks child to draw a picture of him / herself standing.	
Item Administration	Assessor Says	Assessor Does
	On this page, I would like you to draw a picture of yourself standing.	Gesture around entire page. NO prompts.
Scoring Criteria and Comments	Head and/or trunk plus 1 other feature	<input type="checkbox"/> 0 <input type="checkbox"/> 1
	Recognizable arms and/or legs	<input type="checkbox"/> 0 <input type="checkbox"/> 1
	Recognizable hands and/or feet	<input type="checkbox"/> 0 <input type="checkbox"/> 1
	One recognizable facial feature (eyes, mouth, nose, or ears)	<input type="checkbox"/> 0 <input type="checkbox"/> 1
	At least one additional recognizable facial feature (eyes, mouth, nose, or ears)	<input type="checkbox"/> 0 <input type="checkbox"/> 1
		Total (Max.5):
Country adaptation		
Domain	Language and Emergent Literacy Development	

58. Expressive Language: Interactive communication pattern - Can wait for his/her turn to talk as opposed to interrupting the assessor.

Materials	Nil.		
Procedure	Assessor observes child during assessment and rates communication pattern NOW.		
Item Administration	Nil		
Scoring Criteria and Comments	Waited for his/her turn to talk as opposed to interrupting the assessor in a one-hour session	Not very much	Most of the time
		<input type="checkbox"/> 0	<input type="checkbox"/> 1
		Throughout the session	<input type="checkbox"/> 2
		Total (Max.2):	
Country adaptation			
Domain	Language and Emergent Literacy Development		

59. Expressive Language, words are understandable and are spoken with clarity

Materials	Nil.			
Procedure	Assessor observes child during assessment and rates clarity of speech NOW.			
Item Administration	Nil.			
Scoring Criteria and Comments	Assessor can understand what the child is saying <i>Note.</i> Still score 1 point even if child has lisp (i.e. cannot say “s” very clearly)	Not very much <input type="checkbox"/> 0	Most of the time <input type="checkbox"/> 1	Throughout the session <input type="checkbox"/> 2
Country adaptation				
Domain	Language and Emergent Literacy Development			

Language and Emergent Literacy Development Items End

(A 10-minute break for the Assessor and the Child)

Health, Hygiene, and Safety Development Items Start

60. Personal hygiene: cleans face and brushes teeth daily without assistance

Materials	Nil.	
Procedure	Assessor asks the child to pretend to clean his/her face and hand and brush his/her teeth.	
Item Administration	Assessor Says	Assessor Does
	1. Show me how you clean your face and hands. 2. Show me how you brush your teeth.	1. NO prompting or gesturing 2. NO prompting or gesturing
Scoring Criteria and Comments	Showed how to clean his/her face and hands (no point if only hands or face)	<input type="checkbox"/> 0 <input type="checkbox"/> 1
	Showed how to brush his/her teeth 2 sides of the mouth	<input type="checkbox"/> 0 <input type="checkbox"/> 1 Total (Max.2):
Country adaptation		
Domain	Health, Hygiene, and Safety Development	

61. Personal hygiene: washes hands after using the toilet

Materials	PICTURE BOOK: A picture of child in bathroom with sink Note: Countries need to adapt picture	
Procedure	Assessor shows child the picture and asks what the child should do next.	
Item Administration	Assessor Says	Assessor Does
	The child has just used the toilet. What should the child do next?	
Scoring Criteria and Comments	Mentioned washing hands after using the toilet	<input type="checkbox"/> 0 <input type="checkbox"/> 1 Total (Max.1):
Country adaptation		
Domain	Health, Hygiene, and Safety Development	

62. Self-help skills: buttoning; dressing without assistance: putting on and taking off vest

Materials	A large child-size vest with three buttons (large, medium and small) which should be able to go over child's clothes so child does not have to remove own clothes to put it on.													
Procedure	Assessor puts the vest on table and asks child to put on the vest, fasten and unfasten the buttons and take it off by himself/herself.													
Item Administration	Assessor Says	Assessor Does												
	<ol style="list-style-type: none"> 1. Here is a vest. Please put it on by yourself. 2. Please fasten this button. 3. Please fasten this button. 4. Please fasten this button. 5. Please unfasten all buttons 6. Now please take the vest off. 	<ol style="list-style-type: none"> 1. Assist only if child cannot put on vest. If adult assisted, score =0. 2. Point to largest button. 3. If child cannot fasten big button, then skip medium-size and small button and unfastening but ask child to take off the vest. 4. Point to medium-size button. 5. If child cannot fasten medium-size button, then skip small button, ask to unfasten big button and to take off the vest. 6. Point to small button. 7. Point to all fastened buttons. 8. Assist only if child cannot take off vest. If adult assisted, score =0. 												
Scoring Criteria and Comments	<ol style="list-style-type: none"> 1. Put the vest on independently 2. Big button fastened and unfastened 3. Medium size button fastened and unfastened 4. Small button fastened and unfastened 5. Took the vest off independently 	<table style="width: 100%; border: none;"> <tr> <td style="text-align: center;"><input type="checkbox"/> 0</td> <td style="text-align: center;"><input type="checkbox"/> 1</td> </tr> <tr> <td style="text-align: center;"><input type="checkbox"/> 0</td> <td style="text-align: center;"><input type="checkbox"/> 1</td> </tr> <tr> <td style="text-align: center;"><input type="checkbox"/> 0</td> <td style="text-align: center;"><input type="checkbox"/> 1</td> </tr> <tr> <td style="text-align: center;"><input type="checkbox"/> 0</td> <td style="text-align: center;"><input type="checkbox"/> 1</td> </tr> <tr> <td style="text-align: center;"><input type="checkbox"/> 0</td> <td style="text-align: center;"><input type="checkbox"/> 1</td> </tr> <tr> <td colspan="2" style="text-align: right;">Total (Max. 5):</td> </tr> </table>	<input type="checkbox"/> 0	<input type="checkbox"/> 1	<input type="checkbox"/> 0	<input type="checkbox"/> 1	<input type="checkbox"/> 0	<input type="checkbox"/> 1	<input type="checkbox"/> 0	<input type="checkbox"/> 1	<input type="checkbox"/> 0	<input type="checkbox"/> 1	Total (Max. 5):	
<input type="checkbox"/> 0	<input type="checkbox"/> 1													
<input type="checkbox"/> 0	<input type="checkbox"/> 1													
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<input type="checkbox"/> 0	<input type="checkbox"/> 1													
<input type="checkbox"/> 0	<input type="checkbox"/> 1													
Total (Max. 5):														
Country adaptation														
Domain	Health, Hygiene, and Safety Development													

63. Knowledge of safety: be able to understand signals and signs for danger and safety

Materials	PICTURE BOOK: One page with four signs: 1) Landslide; 2) Poison; 3) Food; 4) Bathroom. <i>Note.</i> Signs need to be adapted by each country.	
Procedure	1. Assessor shows child the page with four signs. 2. Assessor asks child which signs represent danger.	
Item Administration	Assessor Says	Assessor Does
	I am going to show you some signs. Please point to the signs which tell you there may be danger.	
Scoring Criteria and Comments	Identified landslide (or adaptation) sign means danger	<input type="checkbox"/> 0 <input type="checkbox"/> 1
	Identified poison sign (or adaptation) means danger	<input type="checkbox"/> 0 <input type="checkbox"/> 1
		Total (Max.2):
Country adaptation		
Domain	Health, Hygiene, and Safety Development	

64. Knowledge of safety: know he/she should not go with stranger

Materials	Nil.	
Procedure	Assessor asks child whether he/she will go with a stranger whom he/she sees on the street.	
Item Administration	Assessor Says	Assessor Does
	1. Now suppose you are walking on the street. You see someone you don't know and he/she asks you to go somewhere with him/her. Would you go with him or her? 2. Why?	If child said yes, correct him/her and tell child why he/she should not follow the stranger; then score zero for both Questions 1 and 2.
Scoring Criteria and Comments	Stated that he/she should not follow a stranger	<input type="checkbox"/> 0 <input type="checkbox"/> 1
	Gave at least 1 reason to support his/her decision not to follow the stranger. <u>Acceptable</u> answers: not safe, I might get lost, they might hurt me, might do something to me, might kidnap me. <u>Unacceptable</u> answers: my mommy told me.	<input type="checkbox"/> 0 <input type="checkbox"/> 1 Total (Max.2):

Remember to record child's answer	
Country adaptation	
Domain	Health, Hygiene, and Safety Development

65. Safe behavior: knows to stay away from fire

Materials	PICTURE BOOK: Picture of a child standing near a fire.	
Procedure	Assessor asks child what he/she should do when standing near a fire.	
Item Administration	1. If you were the child in the picture, should you touch the fire or not? 2. Why?	If child said yes, correct him/her and tell child why he/she should not touch the fire, then score zero for both Questions 1 and 2.
Scoring Criteria and Comments	Stated that he/she should not touch the fire	<input type="checkbox"/> 0 <input type="checkbox"/> 1
	Provided reason to support his/her decision not to touch the fire	<input type="checkbox"/> 0 <input type="checkbox"/> 1
Total (Max.2):		
Remember to record child's answer		
Country adaptation		
Domain	Health, Hygiene, and Safety Development	

66. Knowledge of human body: names and describes functions of at least 3 parts of the human body.

Materials	Nil.	
Procedure	Assessor points to the following body parts to child one by one and asks child to name and describe the functions of different body parts: 1) eye; 2) tooth; 3) elbow	
Item Administration	Assessor Says	Assessor Does
	<p>1. I will point to some parts of my body. Please tell me what they are and what we use them for.</p> <p>2. What's this?</p> <p>3. What do we use it for?</p>	<p>1. Point to eyes.</p> <p>2. Repeat Questions 2 and 3, pointing to teeth.</p> <p>3. Repeat Questions 2 and 3, pointing to elbow.</p>
Scoring Criteria and Comments	Named eye(s)	<input type="checkbox"/> 0 <input type="checkbox"/> 1
	Described function of eyes	<input type="checkbox"/> 0 <input type="checkbox"/> 1
	Named tooth/teeth	<input type="checkbox"/> 0 <input type="checkbox"/> 1
	Described function of teeth	<input type="checkbox"/> 0 <input type="checkbox"/> 1
	Named elbow	<input type="checkbox"/> 0 <input type="checkbox"/> 1
	Described function of an elbow (e.g. to bend the arm, join the lower arm with the upper arm)	<input type="checkbox"/> 0 <input type="checkbox"/> 1
	Total (Max.6):	
Country adaptation		
Domain	Health, Hygiene, and Safety Development	

67. Food hygiene behavior: not taking uncooked or rotten food

Materials	<p>PICTURE BOOK: One page with three pictures of:</p> <ol style="list-style-type: none"> 1. Raw meat from the market; 2. A rotten apple with worms; 3. Vegetables from the market 	
Procedure	<ol style="list-style-type: none"> 1. Assessor shows and describes each picture one at a time to child, then asks whether it is appropriate or not to eat the food in each situation and what needs to be done. 	
Item Administration	Assessor Says	Assessor Does
	<ol style="list-style-type: none"> 1. Suppose your mommy has purchased raw meat from the supermarket. Is it okay to eat the raw meat as soon as you get home? 2. What needs to be done before we eat it? 3. This is a rotten apple with worms. Is it okay to eat this apple? 4. What should we do? 5. Here are some vegetables. Is it ok to eat the vegetables directly when Mommy buys them from the market? 6. What needs to be done before we eat them? 	<ol style="list-style-type: none"> 1. Point to raw meat picture. 2. Point to raw apple picture. 3. Point to vegetable picture.
Scoring Criteria and Comments	Stated that raw meat should not be eaten	<input type="checkbox"/> 0 <input type="checkbox"/> 1
	Provided action to be done (e.g., cooking, put it in the fridge)	<input type="checkbox"/> 0 <input type="checkbox"/> 1
	Stated that the rotten apple should not be eaten	<input type="checkbox"/> 0 <input type="checkbox"/> 1
	Provided action to be done (e.g., throw it away, cut away rotten part)	<input type="checkbox"/> 0 <input type="checkbox"/> 1
	Stated that the vegetables in the picture should not be eaten directly from the market	<input type="checkbox"/> 0 <input type="checkbox"/> 1
	Provided action to be done (e.g., should be washed/cooked first, put it in the fridge)	<input type="checkbox"/> 0 <input type="checkbox"/> 1
		Total (Max.6):

Remember to record child's answer	
Country adaptation	
Domain	Health, Hygiene, and Safety Development

68. Knowledge of healthy food: be able to identify healthy and unhealthy food

Materials	PICTURE BOOK: One page with four pictures of: (1) Vegetables; (2) Fruit; (3) Chips; (4) Candies. <i>Note.</i> Food could be adapted in countries.	
Procedure	1. Assessor shows child pictures of food and asks child to point to the food that is healthy or unhealthy	
Item Administration	Assessor Says	Assessor Does
	1. Can you point to the food which is not good for you? 2. Can you point to the food which is good for you?	NO prompting or gesturing
Scoring Criteria and Comments	Identified chips as unhealthy food	<input type="checkbox"/> 0 <input type="checkbox"/> 1
	Identified candies as unhealthy food	<input type="checkbox"/> 0 <input type="checkbox"/> 1
	Identified vegetables as healthy food	<input type="checkbox"/> 0 <input type="checkbox"/> 1
	Identified fruit as healthy food	<input type="checkbox"/> 0 <input type="checkbox"/> 1
		Total (Max.4):
Country adaptation		
Domain	Health, Hygiene, and Safety Development	

Health, Hygiene, and Safety Development Items End

Cultural Knowledge and Participation Items Start

69. Knows information about community (local knowledge): names the village, district and province where he/she lives

Materials	Nil.	
Procedure	Assessor asks child to name the street, village, district, province, city or country where he/she lives.	
Item Administration	Assessor Says	Assessor Does
	<p>Please tell me the name of the place where you live.</p> <p>If child is silent, give prompts: (select the most appropriate prompt): Which country? Which city? Which district? Which village? Which province? Which street?</p>	
Scoring Criteria and Comments	Named 1 component of the following: the street, village, district, province, city or country where he/she lives	<input type="checkbox"/> 0 <input type="checkbox"/> 1
	Named at least 1 more component of the following: the street, village, district, province, city or country where he/she lives	<input type="checkbox"/> 0 <input type="checkbox"/> 1 <p style="text-align: right;">Total (Max.2):</p>
Country adaptation		
Domain	Cultural Knowledge and Participation	

70. Knows objects of daily living: names and describes functions of at least 3 daily household supplies or equipment

Materials	Nil.	
Procedure	Assessor asks child to name three household items and their functions: used for sleeping; cooking; keeping your house clean.	
Item Administration	Assessor Says	Assessor Does
	<ol style="list-style-type: none"> 1. Tell me something that you use for sleeping? (Pause for response) What do you use it for? 2. Tell me something that you use for cooking? (Pause for response) What do you use it for? 3. Tell me something that you use for cleaning the house? (Pause for response) What do you use it for? 	
Scoring Criteria and Comments	Named 1 item used for sleeping (e.g., blanket, pillow, bed)	<input type="checkbox"/> 0 <input type="checkbox"/> 1
	Described functions of named item used for sleeping	<input type="checkbox"/> 0 <input type="checkbox"/> 1
	Named 1 item for cooking (e.g., pan)	<input type="checkbox"/> 0 <input type="checkbox"/> 1
	Described functions of named item for cooking (e.g., cooking my food but not just “cooking”)	<input type="checkbox"/> 0 <input type="checkbox"/> 1
	Named 1 item for cleaning the house (e.g., mop, broom, cloth)	<input type="checkbox"/> 0 <input type="checkbox"/> 1
	Described functions of named item for cleaning the house (e.g., sweeping, dusting, cleaning floor)	<input type="checkbox"/> 0 <input type="checkbox"/> 1
Total (Max.6):		
Remember to record child’s answer		
Country adaptation		
Domain	Cultural Knowledge and Participation	

71. Knows information about nature: names natural objects in the sky

Materials	Nil.	
Procedure	Assessor asks child to name natural objects in the sky in the daytime or at night.	
Item Administration	Assessor Says	Assessor Does
	Please tell me something natural that you can see in the sky in the daytime or at night. (1 prompt allowed)	
Scoring Criteria and Comments	Named 1 natural object in the sky	<input type="checkbox"/> 0 <input type="checkbox"/> 1
	Named 1 more natural object in the sky	<input type="checkbox"/> 0 <input type="checkbox"/> 1
	Named another natural object in the sky	<input type="checkbox"/> 0 <input type="checkbox"/> 1
	<u>Acceptable</u> answers: sun, clouds, moon, stars, birds and rainbow; <u>unacceptable</u> answers: insects and airplanes because insects cannot fly so high up in the sky, and airplanes are not natural objects.	Total (Max.3):
Remember to record child's answer		
Country adaptation		
Domain	Cultural Knowledge and Participation	

72. Acts and/or knows how to act according to a moral code

Materials	PICTURE BOOK: A picture of a teddy bear sitting outside the front door of a local-type store	
Procedure	Assessor asks child what he/she would do if he/she finds someone's toy left outside a store.	
Item Administration	Assessor Says	Assessor Does
	What would you do if you find someone's toy left outside a store?	
Scoring Criteria and Comments	Mentioned informing an adult (a teacher, parent, policeman or other adults)	<input type="checkbox"/> 0 <input type="checkbox"/> 1
	Mentioned returning the toy to the owner	<input type="checkbox"/> 0 <input type="checkbox"/> 1
		Total (Max.2):
Remember to record child's answer		

Country adaptation	
Domain	Cultural Knowledge and Participation

73. Knows about culture: can tell names of up to 2 festivals

Materials	Nil.	
Procedure	Assessor asks child to name as many festivals in his/her country as he/she can.	
Item Administration	Assessor Says	Assessor Does
	What festivals does everyone celebrate?	
Scoring Criteria and Comments	Named 1 festival	<input type="checkbox"/> 0 <input type="checkbox"/> 1
	Named 1 more festival	<input type="checkbox"/> 0 <input type="checkbox"/> 1
	<u>Unacceptable</u> answers: my birthday, other personal celebrations	Total (Max.2):
Remember to record child's answer		
Country adaptation		
Domain	Cultural Knowledge and Participation	

74. Participates in religious, spiritual or national activities: can describe a significant festival, religious, cultural or state event attended

Materials	Nil.	
Procedure	Assessor asks child to describe how he/she celebrates New Year's Day or the selected festival	
Item Administration	Assessor Says	Assessor Does
	<p>1. Please tell me how you celebrate New Year's Day (or select the most important holiday for that country)?</p> <p>If child is silent, give one prompt: What do you do to celebrate New Year (or selected festival)?</p>	
Scoring Criteria and Comments	<p>Provided 1 relevant detail of the celebration from the following: food, attire, music, history, customs, traditions, etc</p>	<input type="checkbox"/> 0 <input type="checkbox"/> 1
	<p>Provided 1 more relevant detail of the celebration from the following: food, attire, music, history, customs, traditions, etc</p>	<input type="checkbox"/> 0 <input type="checkbox"/> 1
	<p>Provided another relevant detail of the celebration from the following: food, attire, music, history, customs, traditions, etc</p>	<input type="checkbox"/> 0 <input type="checkbox"/> 1 <p style="text-align: right;">Total (Max.3):</p>
Remember to record child's answer		
Country adaptation		
Domain	Cultural Knowledge and Participation	

75. Participates in culture including music and movement of the culture: joins in saying devotions, grace and singing songs

Materials	<p>1. A CD or cassette tape player and tape with a traditional children’s song of the country OR none if assessor sings the first line of the song (provided by the country).</p> <p>2. The song selected by countries should be short, of obvious rhythm, and familiar to children.</p>	
Procedure	Assessor plays or sings a traditional children’s song of the country, asks child to sing along and continue by him-/ herself.	
Item Administration	Assessor Says	Assessor Does
	<p>1. I am going to play a song/ I’ll sing the first line of a song. Please sing the rest as far as you can. I’ll sing along softly.</p> <p>2. Keep singing.</p>	<p>1. Play or sing the first line of a traditional children’s song.</p> <p>2. Assessor lowers his/ her voice or the volume of the music.</p>
Scoring Criteria and Comments	Sang 1 line of the verse	<input type="checkbox"/> 0 <input type="checkbox"/> 1
	Sang 1 more line of the verse	<input type="checkbox"/> 0 <input type="checkbox"/> 1
	Sang another 1 or more lines of the verse and the refrain	<input type="checkbox"/> 0 <input type="checkbox"/> 1
		Total (Max.3):
Country adaptation		
Domain	Cultural Knowledge and Participation	

76. Participates in culture including music and movement of the culture: claps hands to follow a rhythm

Materials	1. A CD or cassette tape player and tape with a traditional children’s song of the country OR none if assessor sings the first line of the song (provided by the country). 2. Same song as for Item 75.	
Procedure	Assessor claps along a traditional children’s song of the country, asks child to clap along and continue by him-/ herself.	
Item Administration	Assessor Says	Assessor Does
	1. This time I am going to play the song and clap along/ I am going to sing the song and clap along. 2. Please join me with the clapping. I will stop clapping at one point and you keep on clapping. 3. Keep clapping.	1. Play or sing the traditional children’s song. 2. Stop clapping after one line but keep singing/ playing the song.
Scoring Criteria and Comments	Clapped 1 line according to the rhythm of the song	<input type="checkbox"/> 0 <input type="checkbox"/> 1
	Clapped 1 more line in rhythm	<input type="checkbox"/> 0 <input type="checkbox"/> 1
	Clapped another 1 or more lines and refrain in rhythm	<input type="checkbox"/> 0 <input type="checkbox"/> 1
		Total (Max.3):
Country adaptation		
Domain	Cultural Knowledge and Participation	

77. Knows national information: identifies national flag compared to other flags

Materials	PICTURE BOOK: A picture with the national flags of: 1) The specific country conducting the test; 2) Japan; 3) USA; 4) India. The target flag is on the upper left of the picture.	
Procedure	Assessor shows child pictures of the national flags of four countries and asks child to identify and point to the national flag of his/her country.	
Item Administration	Assessor Says	Assessor Does
	Point to your country's flag?	Show picture of the national flags of four countries. NO prompting.
Scoring Criteria and Comments	Identified national flag of his/her own country	<input type="checkbox"/> 0 <input type="checkbox"/> 1 <div style="text-align: right;">Total (Max.1):</div>
Country adaptation		
Domain	Cultural Knowledge and Participation	

78. Knows/acts for environmental protection: gives reasons about behavior relating to environmental preservation

Materials	PICTURE BOOKS: Two pictures showing: 1. An adult throwing large amounts of garbage into a clean river; 2. A car with smoke coming out from the exhaust.	
Procedure	Assessor shows and describes each picture one at a time to child, then asks child to indicate if behavior is (in-)appropriate and why.	
Item Administration	Assessor Says	Assessor Does
	<ol style="list-style-type: none"> 1. I am going to show you some pictures. 2. This picture shows that an adult is throwing garbage into the river. Is this good for the environment? (Pause for response) Why? 3. This picture shows a car with smoke coming out from its exhaust. Is this good for the environment? (Pause for the environment) Why? 	<ol style="list-style-type: none"> 1. Show Picture 78-1. 2. Show Picture 78-2.
Scoring Criteria and Comments	Stated that throwing garbage into the river is bad for the environment	<input type="checkbox"/> 0 <input type="checkbox"/> 1
	Explained why throwing garbage into the river is bad for the environment	<input type="checkbox"/> 0 <input type="checkbox"/> 1
	Stated that a car exhausting so much smoke is bad for the environment	<input type="checkbox"/> 0 <input type="checkbox"/> 1
	Explained why a car exhausting so much smoke is bad for the environment	<input type="checkbox"/> 0 <input type="checkbox"/> 1
		Total (Max.4):
Remember to record child's answer		
Country modification		
Domain	Cultural Knowledge and Participation	

Cultural Knowledge and Participation Items End

Approaches to Learning Items Start

79. Enthusiasm/motivation for learning, works independently: when asked what he/she does well, child can give an answer.

Materials	Nil.	
Procedure	Assessor asks child what he/she can do really well. An example from an adult perspective is given.	
Item Administration	Assessor Says	Assessor Does
	I am good at cooking. What are you good at? (Two prompts are allowed): What else are you good at?	
Scoring Criteria and Comments	(Giving "cooking" for one of the responses is acceptable) Said 1 item he/she could do well Said another item he/she could do well Unacceptable answers: very general statements such as playing, eating, sleeping, etc. It has to be a skill.	<input type="checkbox"/> 0 <input type="checkbox"/> 1 <input type="checkbox"/> 0 <input type="checkbox"/> 1 <p style="text-align: right;">Total (Max.2):</p>
Country adaptation		
Domain	Approaches to Learning	

80. Behavior: self-regulation, inhibits first response, tapping task (Diamond & Taylor,1996)
(Demo video is provided)

Materials	2 sticks (nearly 10 inches long)	
Procedure	<p>Assessor taps certain number of times with stick and asks child to respond with opposite number. Practice items are given.</p> <p><i>Assessor also observes child's persistence during task.</i></p>	
Item Administration	<p>Assessor Says</p> <ol style="list-style-type: none"> 1. When I tap one time, I want you to tap two times. When I tap two times, I want you to tap one time. 2. Let's try that. When I tap one time, you tap two times like this. 3. When I tap two times like this, I want you to tap one time like this. 4. Let's try that. When I tap two times, you tap,... 5. When I tap one time, you tap... 6. If correct on both trials: Now let's begin our game. <p>If incorrect on either practice trial, remind child of both rules again after the two trials are over, explaining first the rule that the child had executed incorrectly.</p>	<p>Assessor Does</p> <p>Practice Sessions:</p> <ol style="list-style-type: none"> 1. Hold one stick, child holds one stick. 2. Tap once. 3. Tap twice. 4. Tap twice. 5. Tap once. 6. Tap twice. 7. Tap once. <p>Testing (No feedback anymore): Tap: 1,2,2,1,1,2 (start from the third trial for those who gave correct responses in the two practice trials)</p>

Scoring Criteria and Comments	Assessor tapping	Child tapping
	1) 1 2) 2 3) 2 4) 1 5) 1 6) 2	1) 2 <input type="checkbox"/> 0 <input type="checkbox"/> 1 2) 1 <input type="checkbox"/> 0 <input type="checkbox"/> 1 3) 1 <input type="checkbox"/> 0 <input type="checkbox"/> 1 4) 2 <input type="checkbox"/> 0 <input type="checkbox"/> 1 5) 2 <input type="checkbox"/> 0 <input type="checkbox"/> 1 6) 1 <input type="checkbox"/> 0 <input type="checkbox"/> 1 <p style="text-align: right;">Total (Max.6):</p>
Country adaptation		
Domain	Approaches to Learning	

81. Behavior: self-regulation, shows delay of gratification: a surprise gift

Materials	1. A small non-transparent bag in plain colour with a zip 2. An attractive sticker or other appropriate gift (to be provided by the country) 3. A kitchen timer	
Procedure	Assessor places the bag beside child with zip fastened. Child does not know what is inside the bag and is asked to wait and not touch the bag for 1 minute . <i>Assessor also observes child's persistence during task.</i>	
Item Administration	Assessor Says	Assessor does
	1. You have done a very good job on the games we just played. I will give you a nice thing. It is in this bag. 2. While I'm tidying, please wait for a little while and don't touch the bag. I will give you the gift later. 3. <i>After timer beeps:</i> You did a very good job and I will give you this gift.	1. Place the bag beside child. 2. Set timer to 1 minute. 3. Prepare the physical measurement items while observing child's behavior.
Scoring Criteria and Comments	Child waited for 1 minute before touching bag.	<input type="checkbox"/> 0 <input type="checkbox"/> 1 <p style="text-align: right;">Total (Max.1):</p>
Country adaptation		
Domain	Approaches to Learning	

Move to Physical Development Index Items

Rating items: Rate after completion of whole assessment:

82. Behavior: Persistence (Concentrates on playing or doing activities for 10-15 minutes consecutively or until finished with full assessment)

Note. This item will be assessed at the start of the test using five consecutive items (Items 2 - 6) from the Cognitive Domain and the end of the test using two consecutive items from Approaches to Learning (Items 80-81).

Materials	As stated in Cog and ATL related items.			
Procedure	<p>Assessor observes whether child can persist in difficult tasks during assessment.</p> <p>Start Test: As per Item Administrations of 5 COG items (Recites 1-30 in right sequence; Counts objects correctly, Picks number of objects when given a number; Knows the difference between more and less; Adds and subtracts).</p> <p>End Test: As per Item Administrations of 2 ATL items (Tapping game; and Delay of gratification)</p>			
Item Administration	Nil.			
Scoring Criteria and Comments	<p>Showed persistence in tasks at Cognitive Items 2-6.</p> <p>Indicators of persistence in tasks:</p> <ul style="list-style-type: none"> • Stays on task • Not easily distracted • Does not want to stop tasks <p>Showed persistence in tasks at the end (Item 80 and 81).</p> <p>Indicators of persistence in tasks:</p> <ul style="list-style-type: none"> • Stays on task • Not easily distracted • Does not want to stop tasks 	<p>Not very much</p> <p><input type="checkbox"/> 0</p>	<p>Most of the time</p> <p><input type="checkbox"/> 1</p>	<p>Throughout the session</p> <p><input type="checkbox"/> 2</p>
Country adaptation				
Domain	Approaches to Learning			
	Total (Max.4):			

83. Enthusiasm/motivation for learning: interest and pleasure

Materials	Nil.			
Procedure	Assessor observes and rates how interested child is towards doing the tasks during assessment.			
Item Administration	Nil.			
Scoring Criteria and Comments		Not very much	Most of the time	Throughout the session
	Showed positive emotions	<input type="checkbox"/> 0	<input type="checkbox"/> 1	<input type="checkbox"/> 2
	Did not want to let go of materials	<input type="checkbox"/> 0	<input type="checkbox"/> 1	<input type="checkbox"/> 2
	Keen to see what will happen next	<input type="checkbox"/> 0	<input type="checkbox"/> 1	<input type="checkbox"/> 2
	Spontaneous positive interaction with assessor	<input type="checkbox"/> 0	<input type="checkbox"/> 1	<input type="checkbox"/> 2
		Total (Max.8):		
Country adaptation				
Domain	Approaches to Learning			

84. Enthusiasm/motivation for learning: questioning or exploration of testing materials

Materials	Nil.			
Procedure	Assessor observes and rates whether child asks questions relevant to the tasks or explores tasks materials during assessment.			
Item Administration	Nil.			
Scoring Criteria and Comments		Not very much	Most of the time	Throughout the session
	Explored task materials with interest and curiosity	<input type="checkbox"/> 0	<input type="checkbox"/> 1	<input type="checkbox"/> 2
		Total (Max.2):		
Country adaptation				
Domain	Approaches to Learning			

85. Enthusiasm/motivation for learning, works independently

Materials	Nil.	
Procedure	Assessor observes child's ability to work independently during the whole assessment.	
Item Administration	Nil.	
Scoring Criteria and Comments	<p>0=Did not ask for help</p> <p>1=Ask for help at appropriate times</p> <p>2=Was able to complete tasks independently without needing to ask for help</p>	<p><input type="checkbox"/> 0 <input type="checkbox"/> 1 <input type="checkbox"/> 2</p> <p>Total (Max.2):</p>
Country adaptation		
Domain	Approaches to Learning	

Approaches to Learning Items End

4 March, 2013

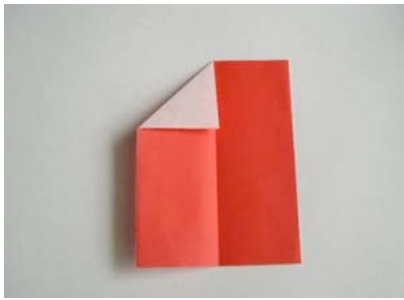
Annex 1: Steps to fold an airplane (Item 42)

Step 1: Fold down the middle, then unfold, to create a crease:



(Step 1)

Steps 2 and 3: Fold each corner towards the creased line as shown:



(Step 2)



(Step 3)

Step 4: Fold along the crease line to form the body of the airplane:



(Step 4)

Steps 5 and 6: Fold the wings down, one at a time:



(Step 5)



(Step 6)

Step 7: Unfold the wings to produce your paper airplane



(Step 7)