



International Development and Early Learning Assessment (IDE LA)

2017

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IDELA

Greeting & Consent

Hello,

My name is _____. I work with the organization _____

We are here to learn about how children, like you, learn things so I would like to play games and do activities together. I will show you different games with stories, pictures, numbers, and other things. I will also ask you to show me how you do things, like drawing. Some games may be easy for you and others may be harder. Don't worry if you cannot do everything. It is only important that you try.

You can decide whether or not you want to play these games with me. If you do not want to play today, it will not affect how you are treated in class. Also, you can stop and take a break any time you need to.

Do you have any questions? Do you agree to do these activities with me?

	Yes	No
a) Does child consent?	1	0

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

Emergent Numeracy

Item 2: Comparison by size and length

Materials: Picture Cards with circles and pencils

Adaptation: No adaptation needed

Skill assessed: Emergent numeracy – Early measurement skills as child compares objects by size and length

Item 3: Sorting and classification

Materials: Picture cards of stars and circles (two red stars and one yellow star, two yellow circles and one red circle)

Adaptation: No adaptation needed

Skill assessed: Emergent numeracy – Child groups cards by different characteristics

Item 4: Shape identification

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

Adaptation: No adaptation needed unless rectangle and square are not differentiated in local language

Skill assessed: Emergent numeracy – Child recognizes shapes

Item 5: Number identification

Materials: Number chart of numbers from 1-20

Adaptation: No adaptation needed

Skill assessed: Emergent numeracy – Child recognizes numbers from 1-20

Item 6: One-to-One correspondence

Materials: 20 small items for counting

Adaptation: Items appropriate to the setting

Skill assessed: Emergent numeracy – Child picks the correct number of objects (5, 8, 15)

Item 7: Addition and subtraction

Materials: Rocks/blocks used for adding, Picture cards with bikes and apples

Adaptation: Counting materials and images can be adapted as necessary

Skill assessed: Emergent numeracy – simple operations; child adds and subtracts with help of manipulatives and without

Item 8: Puzzle completion

Materials: 4 or 6 piece jigsaw puzzle (laminated and standardized, cut appropriately). Include a picture of the puzzle for the child to see.

Adaptation: Puzzle picture can be adapted as needed; 4 or 6 pieces is acceptable

Skill assessed: Emergent numeracy – Problem solving; child completes a simple puzzle

Social-emotional

Item 1: Self-awareness

Materials: No materials needed

Adaptation: No adaptation needed

Skill assessed: Social-emotional – Child is aware of her/himself and her/his community

Item 9: Friends

Materials: No materials needed

Adaptation: No adaptation needed

Skill assessed: Social-emotional – social relationships; child names friends he/she plays with

Item 10: Emotional awareness/regulation

Materials: No materials needed

Adaptation: Angry can be substituted for sad if sad is too upsetting for children or angry can be added as a 3rd emotion

Skill assessed: Social-emotional – Understanding individual emotions; child can identify sad and happy vocabulary and feelings

Item 11: Empathy/Perspective taking

Materials: Picture card of a girl crying

Adaptation: Picture can be adapted as needed

Skill assessed: Social-emotional – Empathy; child can identify how someone else feels

Item 12: Solving conflict

Materials: No materials needed

Adaptation: No adaptation needed

Skill assessed: Social-emotional – Child identifies solutions to a social conflict situation

Executive Function (optional)

Item 13: Short-term memory

Materials: No materials needed

Adaptation: No adaptation needed

Skill assessed: Executive function - Child remembers correctly a series of numbers

Item 14: Inhibitory control

Materials: No materials needed

Adaptation: No adaptation needed

Skill assessed: Executive function – Child follows mixed instructions

Emergent Literacy

Item 15: Expressive vocabulary

Materials: No materials needed

Adaptation: Scenarios can be adapted to the local context if needed

Skill assessed: Emergent literacy – Child names different types of animals and foods

Item 16: Print awareness

Materials: Age appropriate book for 3-5 year olds with pictures and simple text

Adaptation: Book that is culturally relevant and age appropriate

Skill assessed: Emergent literacy – Child knows to open book in right way; Difference between text and pictures; Directionality of reading

Item 17: Letter identification

Materials: Letter grid with 20 letters

Adaptation: High frequency and medium frequency letter sheet developed in the country based on alphabet

Skill assessed: Emergent literacy – Child recognizes letters of the alphabet

Item 18: First letter sounds

Materials: Word pair list

Adaptation: One example target word plus 3 test target words should be short, simple words beginning with high frequency letters. If this is a new assessment, please review an emergent childhood learning book or grade 1 textbook in the target language to select common words and images. Great care is needed with adaptation for tonal languages.

Skill assessed: Emergent literacy – Phonemic awareness – Child identifies words that have similar beginning sounds

Item 19: Emergent Writing

Materials: Blank paper, pencil or pen

Adaptation: No adaptation needed

Skill assessed: Emergent literacy – Child writes his/her name

Item 20: Oral comprehension

Materials: No materials needed

Adaptation: Story can be adapted to the local context if needed

Skill assessed: Emergent literacy – Child answers 5 questions based on a short story read aloud to him/her

Motor Development

Fine motor

Item 21: Copying a shape

Materials: Pencil and Paper, Picture card with a triangle

Adaptation: No adaptation needed

Skill assessed: Fine motor - Child copies a triangle

Item 22: Drawing a person

Materials: Pencil, Paper

Adaptation: No adaptation needed

Skill assessed: Fine motor - Child draws a person

Item 23: Folding paper

Materials: A 20 x 20 cm. piece of paper

Adaptation: No adaptation needed

Skill assessed: Fine motor – Child follows a 4 step folding task

Gross motor

Item 24: Hopping

Materials: No materials needed

Adaptation: No adaptation needed

Skill assessed: Gross motor – Child hops up to 10 steps on one foot

Appendix: Sample Items with Administration Guidance

Item 6. One-to-one correspondence (Emergent Numeracy)

Materials: 20 small items – beans in this example

Arrange the 20 objects randomly in front of the child.

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

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

Thank you. Now, please give me 8 beans.

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

If the child cannot give you 3 or 8 objects, STOP and move on to the next item. If they can give you 3 or 8 items, bring the 20 objects together again and say

Thank you. Now please give me 15 beans.

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

Scoring

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

Item 11. Empathy/perspective taking (Social-emotional)

Materials: Picture card of a girl crying

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

If child cannot identify that the girl is sad, skip questions b and c.

b) Then ask, **What would you do to help her feel better?**

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

If child cannot identify one way to make the girl feel better, skip question c.

c) Prompt **ONCE** by asking, **Is there anything else you would do to make her feel better?**

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

Scoring

	Correct	Incorrect/ Do not know	Refused/ Skipped
a) Child identifies that friend is feeling sad/hurt/upset	1	0	999
b) Child gives one response for how to make friend feel better	1	0	999
c) Child gives second response for how to make friend feel better	1	0	999



Item 15. Expressive vocabulary (Emergent literacy)

Materials: No Material

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

Record the number of items the child lists until the child has listed 10 items. You can tally on the score sheet as the child says each object.

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

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

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

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

Scoring

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

Item 22. Drawing a person (Fine motor)

Time Estimate: 2 minutes 

Materials: Pencil and paper

Give the pencil and paper to the child.

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

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

We're going to move on to our next activity now.

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

Scoring

	Correct	Incorrect/ Do not know	Refused/ Skipped
a) Child draws a head	1	0	999
b) Child draws a trunk/body	1	0	999
c) Child draws arms	1	0	999
d) Child draws legs	1	0	999
e) Child draws 1 facial feature	1	0	999
f) Child draws 2 facial feature	1	0	999
g) Child draws hands	1	0	999
h) Child draws feet	1	0	999
Persistence / Engagement			
a) Child stays concentrated on the task at hand; not easily distracted	1	0	999
b) Child is motivated to complete task; does not want to stop the task.	1	0	999