**AIM-ECD: Direct Assessment**

**Enumerator reliability quiz- April 2024**

**True/False: Circle T if the statement is True, and F if the statement is False.**

|  |  |
| --- | --- |
| * + - 1. You must get verbal assent from a child before beginning the assessment. | T/F |
| * + - 1. You may repeat a question as many times as a child needs or requests. | T/F |
| * + - 1. A tablet is the ONLY thing you need to administer the assessment. | T/F |
| * + - 1. If a child changes their answer, you must always ignore it. Score only the first answer. | T/F |
| * + - 1. During **practice** items, you may tell a child if the answer is correct or incorrect. | T/F |
| * + - 1. “I like how hard you are working” is an example of neutral praise. | T/F |
| * + - 1. When the child writes his/her name, the enumerator can help the child hold the pen/pencil. | T/F |
| * + - 1. For the Head, Shoulders, Knees, Toes task, the enumerator should show the child the correct gestures for both the “follow-me” AND “opposite” practice questions. | T/F |
| * + - 1. You should rephrase a question in different words to help the child understand if they appear confused. | T/F |

**Multiple choice – select one answer.**

* + - 1. If a child seems distracted or tired, the enumerator may:

|  |  |
| --- | --- |
| 1. Ask the child if they want to take a break | 1. Score the items on the subtask as “Refused/Skipped” |
| 1. Give the child the answer and move to the next item | 1. None of the above |

* + - 1. If the child says “I don’t know”, the enumerator should:

|  |  |
| --- | --- |
| 1. Repeat the item | 1. Mark the item Refused/Skipped |
| 1. Mark the item “Incorrect/Don’t Know/No Response” | 1. Tell the child to guess |

* + - 1. Text in the Enumerator Booklet written in \_\_\_\_\_\_\_\_\_\_\_ are the words that the enumerator should read to the child exactly as written.

|  |  |
| --- | --- |
| 1. *Italicized* | 1. **Bolded** |
| 1. Underlined | 1. ***All of the above*** |

* + - 1. A Stop Rule refers to:

|  |  |
| --- | --- |
| 1. When to end the assessment | 1. How many times to prompt the child |
| 1. When to give feedback to the child | 1. When to move to the next subtask |

* + - 1. For most questions, if the child does not respond immediately, the enumerator should:

|  |  |
| --- | --- |
| 1. Repeat the question after five seconds | 1. Immediately mark the response “Incorrect/Don’t Know/No Response” |
| 1. Give the child neutral praise | 1. Mark the response as “Refused/Skipped” |

* + - 1. On Subtask 2. Letter Identification, if the child can only identify 2 from the first 10 letters (on rows 1 and 2 of the Stimulus Card), the enumerator should:

|  |  |
| --- | --- |
| 1. Repeat the first 10 letters again | 1. Ask the next 10 letters (rows 3 and 4) |
| 1. Move to “Subtask 3. Initial Sound Discrimination” | 1. End the entire assessment |

**AIM-ECD Direct Assessment**

**Enumerator Reliability Quiz- Key**

|  |  |
| --- | --- |
| Question | Answer |
| 1. | T |
| 2. | F |
| 3. | F |
| 4. | F |
| 5. | T |
| 6. | T |
| 7. | F |
| 8. | F |
| 9. | F |
| 10. | a. |
| 11. | c. |
| 12. | b. |
| 13. | d. |
| 14. | a. |
| 15. | c. |