**AIM-ECD: Direct Assessment**

**Score Sheet**

*August 2024*

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| **PRE-INTERVIEW INFORMATION** | | | | | | | | | | | |
| 1. School/Center Name | | |  | | | | | | | | |
| 1. School/Center ID Number | | |  | | | | | | | | |
| 1. Interviewer Name/ID | | |  | | | | | | | | |
| 1. Child ID | | |  | | | | | | | | |
| 1. Interview date | | |  | | | | | | | | |
| 1. Start time | | |  | | | | | | | | |
| 1. Child’s name | | |  | | | | | | | | |
| 1. Child’s sex | | | * Female (1) * Male (0) | | | | | | | | |
| 1. Child’s primary language | | | * Language 1 (1) * Language 2 (2) * Language 3 (3) * Other (specify) \_\_\_\_\_\_\_\_\_\_\_\_\_\_ | | | | | | | | |
| 1. Child’s age | | |  | | | | | | | | |
| 1. Child’s date of birth | | | Day: \_\_\_\_\_  Month: \_\_\_\_\_  Year: \_\_\_\_\_ | | | | | | | | |
| **GREETING AND VERBAL ASSENT** | | | | | | | | | | | |
| **Does the child assent?** | | * Yes (1)  *Begin the assessment* * No (0)  *Thank the child and end the interview* | | | | | | | | | |
| 1. **LISTENING COMPREHENSION STORY** | | | | | | | | | | | |
| **No.** | **Question** | | | Correct (1) | | | Incorrect/DK/  No Response (0) | | Refused/  Skipped (999) | |
| 1a. | **Who stole the cat’s hat?** [*Answer: the mouse*] | | |  | | |  | |  | |
| 1b. | **What was the color of the hat?** [*Answer: red*] | | |  | | |  | |  | |
| 1c. | **Why was the cat chasing the mouse?** [*Answer: Because the mouse stole his hat*] | | |  | | |  | |  | |
| 1d. | **Where did the cat trap the mouse?** [*Answer: Under the table*] | | |  | | |  | |  | |
| 1e. | **Why did the cat decide not to eat the mouse?** [*Answer: Because the mouse gave back the hat*] | | |  | | |  | |  | |
| 1. **LETTER IDENTIFICATION** | | | | | | | | | | | |
| **No.** | **Question** | | | Correct (1) | | | Incorrect/DK/  No Response (0) | | Refused/  Skipped (999) | |
| 2a. | Most common letter in alphabet: E | | |  | | |  | |  | |
| 2b. | 2nd most common letter in alphabet: T | | |  | | |  | |  | |
| 2c. | 3rd most common letter in alphabet: A | | |  | | |  | |  | |
| 2d. | 4th most common letter in alphabet: O | | |  | | |  | |  | |
| 2e. | 5th most common letter in alphabet: N | | |  | | |  | |  | |
| 2f. | 6th most common letter in alphabet: I | | |  | | |  | |  | |
| 2g. | 7th most common letter in alphabet: H | | |  | | |  | |  | |
| 2h. | 8th most common letter in alphabet: S | | |  | | |  | |  | |
| 2i. | 9th most common letter in alphabet: R | | |  | | |  | |  | |
| 2j. | 10th most common letter in alphabet: L | | |  | | |  | |  | |
| 2stop1. | Did the child get at least 3 letters correct in 2a-2j? | | | * Yes (1) ® *Continue task.* * No (0) ® *Conclude task. Go to 3* * Refused/Skipped (999) ® *Go to 3* | | | | | | |
| 2k. | 10th least common letter in alphabet: F | | |  | | |  | |  | |
| 2l. | 9th least common letter in alphabet: G | | |  | | |  | |  | |
| 2m. | 8th least common letter in alphabet: P | | |  | | |  | |  | |
| 2n. | 7th least common letter in alphabet: B | | |  | | |  | |  | |
| 2o. | 6th least common letter in alphabet: V | | |  | | |  | |  | |
| 2p. | 5th least common letter in alphabet: K | | |  | | |  | |  | |
| 2q. | 4th least common letter in alphabet: J | | |  | | |  | |  | |
| 2r. | 3rd least common letter in alphabet: X | | |  | | |  | |  | |
| 2s. | 2nd least common letter in alphabet: Q | | |  | | |  | |  | |
| 2t. | Least common letter in alphabet: Z | | |  | | |  | |  | |
| 1. **INITIAL SOUND DISCRIMINATION** | | | | | | | | | | | |
| **No.** | **Question** | | | Correct (1) | | | Incorrect/DK/  No Response (0) | | Refused/  Skipped (999) | |
| 3a. | **The word moon start with /m/.**  **Which of the following words also starts with /m/? sand, magic, or dad?** [*Answer: magic*] | | |  | | |  | |  | |
| 3b. | **The word cat starts with /k/.**  **Which of the following words also starts with /k/? dog, head, or kite?** [*Answer: kite*] | | |  | | |  | |  | |
| 3c. | **The word jump starts with /j/.**  **Which of the following words also starts with /j/? joke, talk, or cheese?** [*Answer: joke*] | | |  | | |  | |  | |
| 1. **NAME WRITING** | | | | | | | | | | | |
| **No.** | **Response options** | | | | | | | | | |
| 4a. | * Refused/Skipped (999) * **Level 0:** Child wrote nothing (0) * **Level 1:** Random scribbling, not resembling letter-like symbols (1) * **Level 2:** Purposeful, controlled symbols but not recognizable letters or numbers (2) * **Level 3:** Legible letters/numbers (3) * **Level 4:** Name is legible, even if some missing or backwards letters (4) | | | | | | | | | |
| 1. **RECEPTIVE SPATIAL VOCABULARY** | | | | | | | | | | | |
| **No.** | **Question** | | | Correct (1) | | | Incorrect/DK/  No Response (0) | | Refused/  Skipped (999) | |
| 5a. | **Point to the picture with the ball on the box.** | | |  | | |  | |  | |
| 5b. | **Point to the picture with the ball under the box.** | | |  | | |  | |  | |
| 5c. | **Point to the picture with the ball in front of the box.** | | |  | | |  | |  | |
| 5d. | **Point to the picture with the ball in the box.** | | |  | | |  | |  | |
| 1. **PRODUCING A SET** | | | | | | | | | | | |
| **No.** | **Question** | | | Correct (1) | | | Incorrect/DK/  No Response (0) | | Refused/ Skipped (999) | |
| 6a. | **Please give me three <objects>.** | | |  | | |  | |  | |
| 6b. | **Now, please give me six <objects>.** | | |  | | |  | |  | |
| 6b. | **Now, please give me eight <objects>.** | | |  | | |  | |  | |
| 6c. | **Now, please give me fifteen <objects>.** | | |  | | |  | |  | |
| 1. **SIMPLE ADDITION** | | | | | | | | | | | |
| **No.** | **Question** | | | Correct (1) | | | Incorrect/DK/  No Response (0) | | Refused/ Skipped (999) | |
| 7a. | **If you have 2 <objects> and I give you 1 more <object>, how many <objects> will you have altogether?** [*Correct answer: 3*] | | |  | | |  | |  | |
| 7b. | **If you have 3 <objects> and I give you 2 more <objects>, how many <objects> will you have altogether?** [*Correct answer: 5*] | | |  | | |  | |  | |
| 7c. | **If you have 4 <objects> and I give you 2 more <objects>, how many <objects> will you have altogether?** [*Correct answer: 6*] | | |  | | |  | |  | |
| 1. **NUMBER IDENTIFICATION** | | | | | | | | | | | |
| **No.** | **Question** | | | Correct (1) | | | Incorrect/DK/  No Response (0) | | Refused/Skipped (999) | |
| 8a. | Number 2 | | |  | | |  | |  | |
| 8b. | Number 4 | | |  | | |  | |  | |
| 8c. | Number 10 | | |  | | |  | |  | |
| 8d. | Number 5 | | |  | | |  | |  | |
| 8e. | Number 7 | | |  | | |  | |  | |
| 8f. | Number 9 | | |  | | |  | |  | |
| 8g. | Number 6 | | |  | | |  | |  | |
| 8h. | Number 8 | | |  | | |  | |  | |
| 8i. | Number 3 | | |  | | |  | |  | |
| 8j. | Number 1 | | |  | | |  | |  | |
| 8stop1. | Did the child get at least 3 numbers correct in 8a-8j? | | | * Yes (1) ® *Continue task.* * No (0) ® *Conclude task. Go to 9* * Refused/Skipped (999) ® *Go to 9* | | | | | | |
| 8k. | Number 13 | | |  | | |  | |  | |
| 8l. | Number 17 | | |  | | |  | |  | |
| 8m. | Number 14 | | |  | | |  | |  | |
| 8n. | Number 19 | | |  | | |  | |  | |
| 8o. | Number 16 | | |  | | |  | |  | |
| 8p. | Number 15 | | |  | | |  | |  | |
| 8q. | Number 18 | | |  | | |  | |  | |
| 8r. | Number 11 | | |  | | |  | |  | |
| 8s. | Number 12 | | |  | | |  | |  | |
| 8t. | Number 20 | | |  | | |  | |  | |
| 1. **NUMBER COMPARISON** | | | | | | | | | | | |
| **No.** | **Question** | | | Correct (1) | | | Incorrect/DK/  No Response (0) | | Refused/Skipped (999) | |
| 9a. | **Which number is bigger, 3 or 5?** [*Correct answer: 5*] | | |  | | |  | |  | |
| 9b. | **Which number is bigger, 8 or 6?** [*Correct answer: 8*] | | |  | | |  | |  | |
| 9c. | **Which number is smaller, 4 or 7?** [*Correct answer: 4*] | | |  | | |  | |  | |
| 1. **SHAPE IDENTIFICATION** | | | | | | | | | | | |
| **No.** | **Question** | | | Correct (1) | | | Incorrect/DK/  No Response (0) | | Refused/Skipped (999) | |
| 10a. | **Where is the circle?** *[Correct answer: Child points at circle]* | | |  | | |  | |  | |
| 10b. | **Where is the rectangle?** *[Correct answer: Child points at rectangle]* | | |  | | |  | |  | |
| 10c. | **Where is the triangle?** *[Correct answer: Child points at triangle]* | | |  | | |  | |  | |
| 10d. | **Where is the square?** *[Correct answer: Child points at square]* | | |  | | |  | |  | |
| 10e. | **What is something that is shaped like a circle?** *[Correct answer: eye, sun, clock, etc.]* | | |  | | |  | |  | |
| 1. **HEAD, TOES, KNEES, SHOULDERS TASK** | | | | | | | | | | | |
| 11stop1. | Did the child understand the rules of the head/toes opposite game after (at most) three practices? | | | * Yes (1) ® *Go to 11a.* * No (0) ® *Conclude task. Go to 12.* * Refused/Skipped (999) ® *Go to 12.* | | | | | | |
| **No.** | **Question** | | | Correct (2) | | Self-Correct (1) | | Incorrect/DK/  NR (0) | | Refused/Skipped (999) |
| 11a. | **Touch your head.** [*Correct answer: child touches toes*] | | |  | |  | |  | |  |
| 11b. | **Touch your toes.** [*Correct answer: child touches head*] | | |  | |  | |  | |  |
| 11c. | **Touch your toes.** [*Correct answer: child touches head*] | | |  | |  | |  | |  |
| 11d. | **Touch your head.** [*Correct answer: child touches toes*] | | |  | |  | |  | |  |
| 11e. | **Touch your toes.** [*Correct answer: child touches head*] | | |  | |  | |  | |  |
| 11stop2. | Did the child get at least one correct (or self-correct) response in 11a-11e? | | | * Yes (1) ® *Continue task.* * No (0) ® *Conclude task. Go to 12.* * Refused/Skipped (999) ® *Go to 12.* | | | | | | |
| 11f. | **Touch your head.** [*Correct answer: child touches toes*] | | |  | |  | |  | |  |
| 11g. | **Touch your toes.** [*Correct answer: child touches head*] | | |  | |  | |  | |  |
| 11h. | **Touch your knees.** [*Correct answer: child touches shoulders*] | | |  | |  | |  | |  |
| 11i. | **Touch your toes.** [*Correct answer: child touches head*] | | |  | |  | |  | |  |
| 11j. | **Touch your shoulders.** [*Correct answer: child touches knees*] | | |  | |  | |  | |  |
| 11k. | **Touch your head.** [*Correct answer: child touches toes*] | | |  | |  | |  | |  |
| 11l. | **Touch your knees.** [*Correct answer: child touches shoulders*] | | |  | |  | |  | |  |
| 11m. | **Touch your knees.** [*Correct answer: child touches shoulders*] | | |  | |  | |  | |  |
| 11n. | **Touch your shoulders.** [*Correct answer: child touches knees*] | | |  | |  | |  | |  |
| 11o. | **Touch your toes.** [*Correct answer: child touches head*] | | |  | |  | |  | |  |
| 1. **FORWARD DIGIT SPAN** | | | | | | | | | | | |
| **No.** | **Question** | | | Correct (1) | | | Incorrect/DK/  No Response (0) | | Refused/Skipped (999) | |
| 12a. | **1…6** | | |  | | |  | |  | |
| 12b. | **5…2…8** | | |  | | |  | |  | |
| 12c. | **8…3…1…4** | | |  | | |  | |  | |
| 12d. | **1…2…4…7…3** | | |  | | |  | |  | |
| 1. **BACKWARD DIGIT SPAN** | | | | | | | | | | | |
| **No.** | **Question** | | | Correct (1) | | | Incorrect/DK/  No Response (0) | | Refused/Skipped (999) | |
| 13a. | **4…1**  *[Correct answer: 1…4]* | | |  | | |  | |  | |
| 13b. | **2…8…8**  *[Correct answer: 8…8…2]* | | |  | | |  | |  | |
| 13c. | **4…8…2…7**  *[Correct answer: 7…2…8…4]* | | |  | | |  | |  | |
| 13d. | **8…3…6…1…5**  *[Correct answer: 5…1…6…3…8]* | | |  | | |  | |  | |
| 1. **PERSPECTIVE TAKING/EMPATHY** | | | | | | | | | | | |
| **No.** | **Question** | | | Correct (1) | | | Incorrect/DK/  No Response (0) | | Refused/Skipped (999) | |
| 14a. | **How do you think this child is feeling right now?** | | |  | | |  | |  | |
| 14b. | **What would you do to help her feel better?** | | |  | | |  | |  | |
| 14c. | **Is there anything else you would do?** | | |  | | |  | |  | |
| **CONCLUSION** | | | | | | | | | | | |
| **No.** | **Question** | | | | **Response options** | | | | | | |
| L. | Did you face any of the following challenges when administering the assessment or while working with the child?  *Select all that apply* | | | | * Loud environment * Other children interrupted * Adults/family members interrupted * Child appeared to have physical or mental difficulties * Child was tired and couldn’t continue * Child could not pay attention repeatedly * Child was sick | | | | | | |
| M. | Please describe in more detail any of the difficulties noted above and indicate any other unusual circumstances, challenges, or difficulties that arose during the assessment. | | | |  | | | | | | |