



LEADERSHIP FOR LITERACY

Grade 6 written assessment (pre-test) and background questions

Name of study:

Leadership for literacy or officially “Succeeding Against the Odds: Understanding resilience and exceptionalism in high-functioning township and rural primary schools in South Africa”.

Funder:

Economic and Social Research Council [grant ES/N01023X/1]

Principal Investigator:

Servaas van der Berg

Study period:

May 2016 - November 2018

Data submission:

February 2019

School Name: _____

Information about the research and request for your consent (permission)



TITLE OF THE RESEARCH PROJECT: *Leadership for Learning*

ADDRESS: *Department of Economics, University of Stellenbosch*

CONTACT NUMBER: 021 808 2024 or mschreve@sun.ac.za

What is RESEARCH?

Research is something we do to find new knowledge about the way things and people work.

What is this research project all about?

With this research project we are trying to understand what teachers and principals can do to make schools effective places for people like you to learn.

Why have I been invited to take part in this research project?

You were picked by chance, like flipping a coin.

Who is doing the research?

We work for the Department of Economics at the University of Stellenbosch. We are independent researchers who work at a university.

What will happen to me in this study?

We are going to ask you to read two stories and then to answer some questions about each story after you have read it. We also want you to complete a vocabulary test. You may also be chosen to read a short story out loud with one of the fieldworkers outside.

Can anything bad happen to me?

No, nothing bad can happen to you by taking part in this study. This is not a school test and will NOT affect your grade at school. No one will know how you do on this survey and we will not share any information on you with your friends or your teacher.

Can anything good happen to me?

By taking part, you can help us improve schools for children across South Africa. You will also be allowed to keep the pen that we give you to write your answers.

Will anyone know I am in the study?

No one will know that you are in the study. We will keep all of your information secret and confidential. You will never be personally identified. We will need to come back to your school at the end of the year and ask you some more questions then, but you do not have to participate then or now if you don't want to.

Who can I talk to about the study?

You can speak to anybody that you want to about this research.

What if I do not want to do this?

You do not have to participate if you do not want to, and you can stop doing the survey whenever you want to. Also, if you do not want to answer a question, that's also OK.

If you have any questions you can raise your hand and ask the fieldworker who will answer your question.

Do you understand this research study and are you willing to take part in it?

Has the researcher answered all your questions?

Do you understand that you can STOP being in the study at any time?

Name: _____ Signature: _____

Date: _____ February 2017

THANK YOU FOR HELPING US WITH OUR RESEARCH

School Name: _____

ESRC – Leadership for Learning Research Project

Grade 6 Literacy Assessment

1 - Learner Background Questionnaire

2 - Reading Assessment

Text 1: *Fly, Eagle, Fly*

20 minute break

Text 2: *The Giant Tooth Mystery*

20 minute break

3 - Vocabulary Assessment

This research project is conducted by the Research on Socio-Economic Policy (RESEP) group at the University of Stellenbosch. In co-operation with the UK Economic and Social Research Council (ESRC).



Some background information about you:

1. Are you a boy or a girl?

☐
(1)

Boy

☐
(2)

Girl

2. How old are you?

_____ years

3. What is the date of your birthday?

Day: _____ Month: _____

4. Did you attend Grade R or Creche before Grade 1?

☐
(1)

Yes

☐
(2)

No

5. Do you live with your mother?

☐
(1)

Yes

☐
(2)

No

6. What language does your mother speak?

7. Do you live with your father?

☐
(1)

Yes

☐
(2)

No

8. What language does your father speak?

9. Does anyone ever read to you at home?

☐
(1)

Yes

☐
(2)

No

10. Who helps you with your homework?

11. How many of your **own** story books do you have at home (not school books)?

12. How many books do you have in your home? Circle only one answer

None

"I have **no books** at home"

A few books.

This shows **10** books



Enough to fill one shelf

This shows **20** books



Enough to fill one bookcase

This shows **50** books



Enough to fill two or more bookcases

This shows nearly **100** books



13. Which of these items do you have in your home?
(Draw a circle around each one that you have).



Washing machine



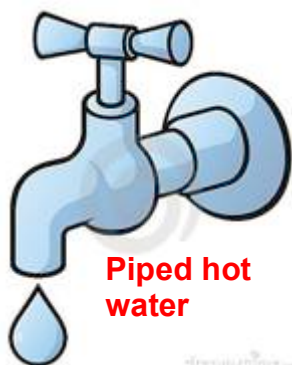
Radio



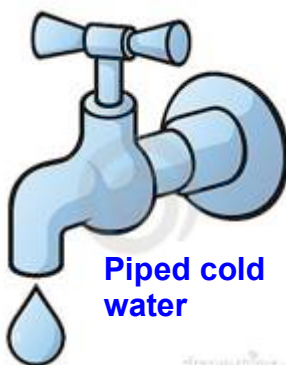
Computer/Laptop



Cell phone



Piped hot
water



Piped cold
water



Television/TV



Internet



Microwave



Fridge or Freezer



Inside toilet



Car



Newspaper

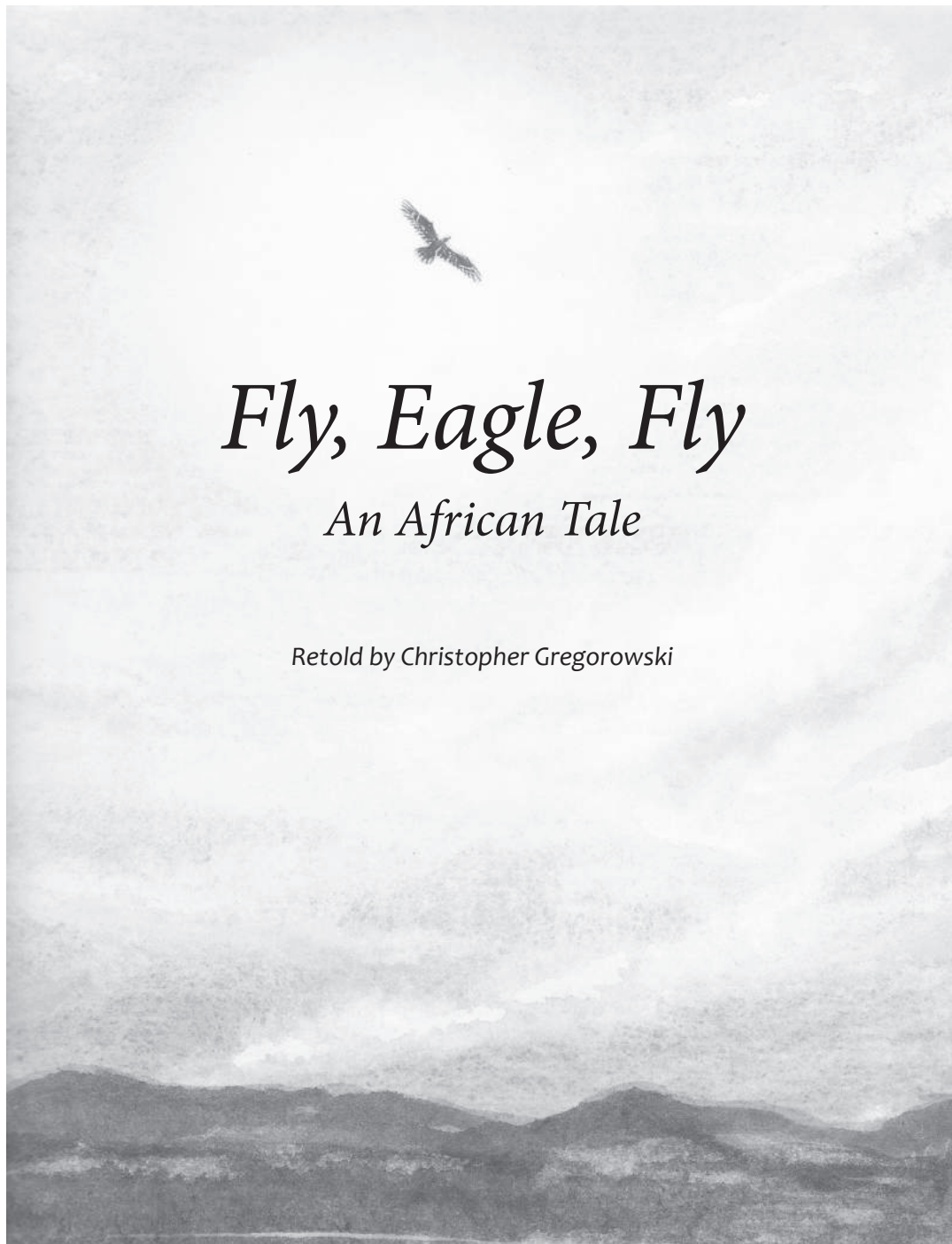
Do Not Turn Over The Page

Close Your Book



Reading Comprehension: Grade 6 English

PLEASE DO NOT TURN OVER THIS PAGE
UNTIL YOU ARE TOLD TO DO SO



A farmer went out one day to search for a lost calf. The herders had returned without it the evening before. And that night there had been a terrible storm.

He went to the valley and searched by the riverbed, among the reeds, behind the rocks and in the rushing water.

He climbed the slopes of the high mountain with its rocky cliffs. He looked behind a large rock in case the calf had huddled there to escape the storm. And that was where he stopped. There, on a ledge of rock, was a most unusual sight. An eagle chick had hatched from its egg a day or two earlier, and had been blown from its nest by the terrible storm.

He reached out and cradled the chick in both hands. He would take it home and care for it.

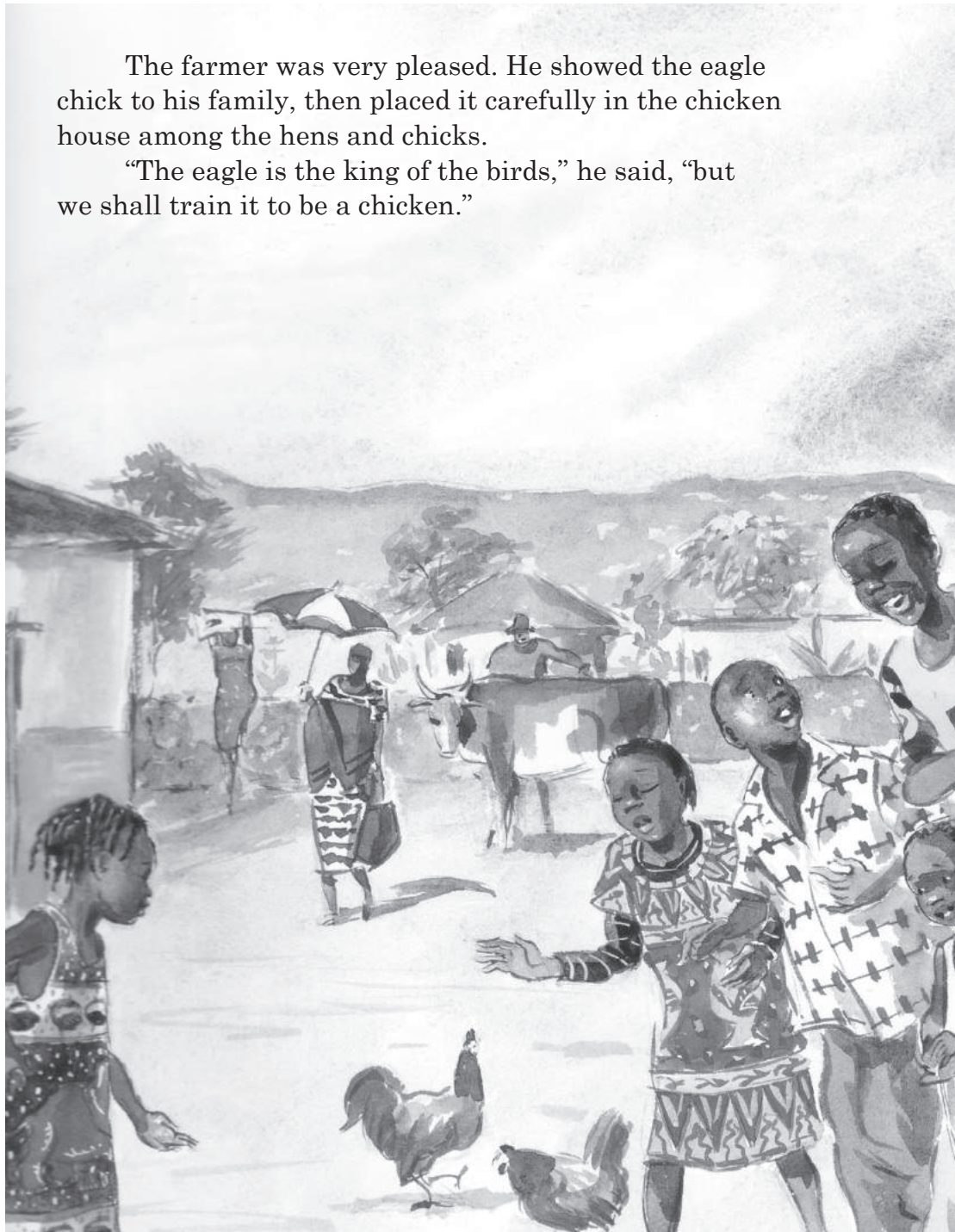
He was almost home when the children ran out to meet him.

“The calf came back by itself!” they shouted.



The farmer was very pleased. He showed the eagle chick to his family, then placed it carefully in the chicken house among the hens and chicks.

“The eagle is the king of the birds,” he said, “but we shall train it to be a chicken.”



So, the eagle lived among the chickens, learning their ways. As it grew, it began to look quite different from any chicken they had ever seen.

One day a friend dropped in for a visit. The friend saw the bird among the chickens.

“Hey! That is not a chicken. It’s an eagle!”

The farmer smiled at him and said, “Of course it’s a chicken. Look—it walks like a chicken, it eats like a chicken. It thinks like a chicken. Of course it’s a chicken.”

But the friend was not convinced. “I will show you that it is an eagle,” he said.

The farmer’s children helped his friend catch the bird. It was fairly heavy, but the farmer’s friend lifted it above his head and said, “You are not a chicken but an eagle. You belong not to the earth but to the sky. Fly, Eagle, fly!”

The bird stretched out its wings, looked about, saw the chickens feeding, and jumped down to scratch with them for food.

“I told you it was a chicken,” the farmer said, and he roared with laughter.



Very early the next morning the farmer's dogs began to bark. A voice was calling outside in the darkness. The farmer ran to the door. It was his friend again. "Give me another chance with the bird," he begged.

"Do you know the time? It is long before dawn."

"Come with me. Fetch the bird."

Reluctantly, the farmer picked up the bird, which was fast asleep among the chickens. The two men set off, disappearing into the darkness.

"Where are we going?" asked the farmer sleepily.

"To the mountains where you found the bird."

"And why at this ridiculous time of the night?"

"So that our eagle may see the sun rise over the mountain and follow it into the sky where it belongs."

They went into the valley and crossed the river, the friend leading the way. "Hurry," he said, "for the dawn will arrive before we do."

The first light crept into the sky as they began to climb the mountain. The wispy clouds in the sky were pink at first, and then began to shimmer with a golden brilliance. Sometimes their path was dangerous as it clung to the side of the mountain, crossing narrow shelves of rock and taking them into dark crevices and out again. At last he said, "This will do." He looked down the cliff and saw the ground thousands of feet below. They were very near the top.

Carefully, the friend carried the bird onto a ledge. He set it down so that it looked toward the east, and began talking to it. The farmer chuckled. "It talks only chicken-talk."

But the friend talked on, telling the bird about the sun, how it gives life to the world, and how it reigns in the heavens, giving light to each new day. "Look at the sun, Eagle. And when it rises, rise with it. You belong to the sky, not to the earth." At that moment the sun's first rays shot out over the mountain, and suddenly the world was ablaze with light.

The sun rose majestically. The great bird stretched out its wings to greet the sun and feel the warmth on its feathers. The farmer was quiet. The friend said, "You belong not to the earth, but to the sky. Fly, Eagle, fly!" He scrambled back to the farmer. All was silent. The eagle's head stretched up, its wings stretched outwards, and its legs leaned forward as its claws clutched the rock.

Then, without really moving, feeling the updraft of a wind more powerful than any man or bird, the great eagle leaned forward and was swept upward higher and higher, lost to sight in the brightness of the rising sun, never again to live among the chickens.



***** END *****

Answer the questions on the next page....

Fly, Eagle, Fly by Christopher Gregorowski and illustrated by Niki Daly. Published by Simon and Schuster, New York copyright © 2000 by Christopher Gregorowski and illustrations copyright (2) 2000 by Niki Daly. Copyright permission was obtained for this study from Christopher Gregorowski and Niki Daly.

Questions Fly, Eagle, Fly

- 1. What did the farmer set out to look for at the beginning of the story?**
 - a) a calf
 - b) herders
 - c) rocky cliffs
 - d) an achick

- 2. Where did the farmer find the eagle chick?**
 - a) in its nest
 - b) by the riverbed
 - c) on a ledge of rock
 - d) among the reeds

- 3. What in the story shows that the farmer was careful with the eagle chick?**
 - a) He carried the eagle chick in both hands.
 - b) He brought the eagle chick to his family.
 - c) He put the eagle chick back in its nest.
 - d) He searched the riverbed for the eagle chick.

- 4. What did the farmer do with the eagle chick when he brought it home?**
 - a) He taught it to fly.
 - b) He set it free.
 - c) He trained it to be a chicken.
 - d) He made a new nest for it.

- 5. During the friend's first visit, the eagle chick behaved like a chicken. Give two examples that show this.**

1. _____
_____(1 mark)

2. _____
_____(1 mark)

- 6. When the farmer's friend first met the eagle, how did he try to make the eagle fly?**

- a) He lifted it above his head.
- b) He set it on the ground.
- c) He threw it in the air.
- d) He brought it to the mountain.

- 7. Explain what the farmer's friend meant when he told the eagle, "You belong not to the earth but to the sky."**

_____(2 marks)

- 8. Why did the farmer roar with laughter during his friend's first visit?**

- a) The eagle was too heavy to fly.
- b) The eagle was difficult to catch.
- c) The eagle looked different from the chickens.
- d) The eagle proved him right.

9. Why did the farmer's friend take the eagle to the high mountains to make it fly? Give two reasons.

1. _____
_____(1 mark)

2. _____
_____(1 mark)

10. Find and copy the words that tell you how beautiful the sky was at dawn.

_____(1 mark)

11. Why was the rising sun important to the story?

- a) It awakened the eagle's instinct to fly.
- b) It reigned in the heavens.
- c) It warmed the eagle's feathers.
- d) It provided light on the mountain paths.

12. You learn what the farmer's friend was like from the things he did. Describe what the friend was like and give an example of what he did that shows this.

_____(2 marks)

END

Do Not Turn Over The Page

Close Your Book



Wait for the Fieldworker to tell you to take a break.

You will take a 20 minute break before coming back for the next reading exercise.

Do Not Turn Over The Page

Close Your Book



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PART 2: Comprehension Text 2

The **GIANT** Tooth Mystery

A fossil is the remains of any creature or plant that lived on the Earth many, many years ago. People have been finding fossils for thousands of years in rocks and cliffs and beside lakes. We now know that some of these fossils were from dinosaurs.



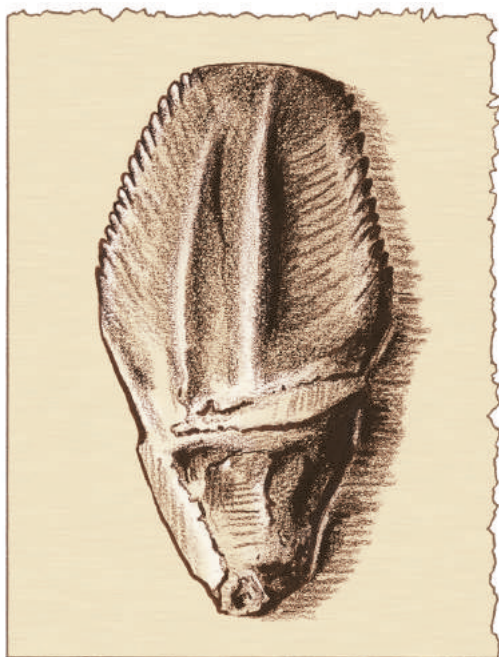
Long ago, people who found huge fossils did not know what they were. Some thought the big bones came from large animals that they had seen or read about, such as hippos or elephants. But some of the bones people found were too big to have come from even the biggest hippo or elephant. These enormous bones led some people to believe in giants.

Hundreds of years ago in France, a man named Bernard Palissy had another idea. He was a famous pottery maker. When he went to make his pots, he found many tiny fossils in the clay. He studied the fossils and wrote that they were the remains of living creatures. This was not a new idea. But Bernard Palissy also wrote that some of these creatures no longer lived on earth. They had completely disappeared. They were extinct.

Was Bernard Palissy rewarded for his discovery? No! He was put in prison for his ideas.

As time went by, some people became more open to new ideas about how the world might have been long ago.

Then, in the 1820s, a huge fossil tooth was found in England. It is thought that Mary Ann Mantell, the wife of fossil expert Gideon Mantell, was out for a walk when she saw what looked like a huge stone tooth. Mary Ann Mantell knew the big tooth was a fossil, and took it home to her husband.



When Gideon Mantell first looked at the fossil tooth, he thought it had belonged to a plant eater because it was flat and had ridges. It was worn down from chewing food. It was almost as big as the tooth of an elephant. But it looked nothing like an elephant's tooth.

Fossil tooth sketched life-sized

Gideon Mantell could tell that the pieces of rock attached to the tooth were very old. He knew that it was the kind of rock where reptile fossils were found. Could the tooth have belonged to a giant, plant-eating reptile that chewed its food? A type of reptile that no longer lived on earth?

Gideon Mantell was really puzzled by the big tooth. No reptile that he knew about chewed its food. Reptiles gulped their food, and so their teeth didn't become worn down. It was a mystery.

Gideon Mantell took the tooth to a museum in London and showed it to other scientists. No one agreed with Gideon Mantell that it might be the tooth of a gigantic reptile.

Gideon Mantell tried to find a reptile that had a tooth that looked like the giant tooth. For a long time, he found nothing. Then one day he met a scientist who was studying iguanas. An iguana is a large plant-eating reptile found in Central and South America. It can grow to be more than five feet long. The scientist showed Gideon Mantell an iguana tooth. At last! Here was the tooth of a living reptile that looked like the mystery tooth. Only the fossil tooth was much, much bigger.

Iguana

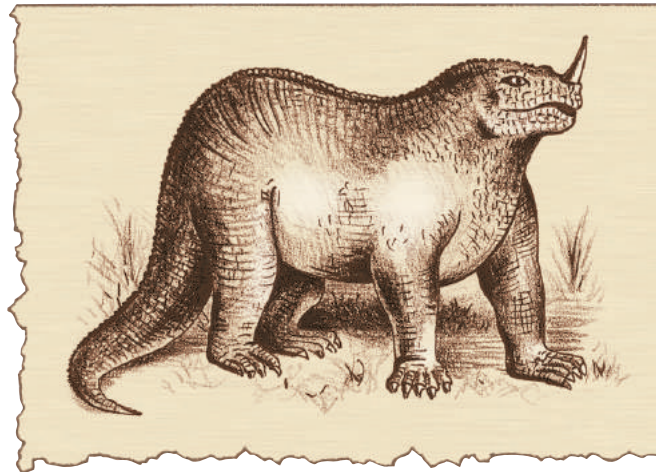


A life-sized drawing of an iguana's tooth from Gideon Mantell's notebook



Now Gideon Mantell believed the fossil tooth had belonged to an animal that looked like an iguana. Only it wasn't five feet long. Gideon Mantell believed it was a hundred feet long! He named his creature *Iguanodon*. That means "iguana tooth".

Gideon Mantell did not have a whole *Iguanodon* skeleton. But from the bones he had collected over the years, he tried to figure out what one might have looked like. He thought the bones showed that the creature had walked on all four legs. He thought a pointed bone was a horn. He drew an *Iguanodon* with a horn on its nose.

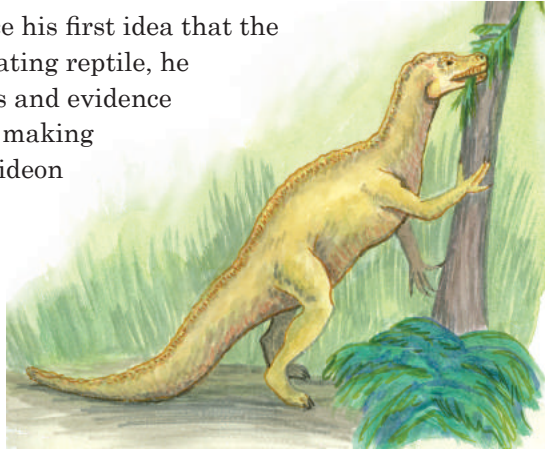


What Gideon Mantell thought an Iguanodon looked like

Years later, several complete *Iguanodon* skeletons were found. They were only about thirty feet long. The bones showed that it walked on its hind legs some of the time. And what Gideon Mantell thought was a horn on its nose was really a spike on its “thumb”! Based on these discoveries, scientists changed their ideas about what the *Iguanodon* looked like.

Gideon Mantell made some mistakes. But he had made an important discovery, too. Since his first idea that the fossil tooth belonged to a plant-eating reptile, he spent many years gathering facts and evidence to prove his ideas were right. By making careful guesses along the way, Gideon Mantell was one of the first people to show that long ago, giant reptiles lived on earth. And then they became extinct.

Hundreds of years before, Bernard Palissy had been thrown in prison for saying nearly the same thing. But Gideon Mantell became famous. His discovery made people curious to find out more about these huge reptiles.



What scientists today think the *Iguanodon* looked like

In 1842, a scientist named Richard Owen decided that these extinct reptiles needed a name of their own. He called them *Dinosauria*. This means “fearfully great lizard”. Today we call them dinosaurs.

*****END*****

Answer the questions on the next page....

The Giant Tooth Mystery excerpted from DINOSAUR HUNTERS. Text copyright © 1989 Kate McMullan. Published by Random House Books for Young readers. All rights reserved. Used with permission. Illustrated by Jennifer Moher and Steven Simpson © 2010 IEA.

Questions The Giant Tooth Mystery

1. What is a fossil?

- a) the surface of rocks and cliffs.
- b) the bones of a giant.
- c) the remains of very old living things.
- d) the teeth of elephants.

2. According to the article, why did some people long ago believe in giants?

(1 mark)

3. Where did Bernard Palissy find fossils?

- a) on the cliffs.
- b) in the clay.
- c) by a river.
- d) on a path.

4. What was Bernard Palissy's new idea?

(1 mark)

5. Why was Bernard Palissy put into prison?

- a) People were not open to new ideas.
- b) He copied ideas from Gideon Mantell.
- c) He left tiny fossils in his pottery.
- d) Studying fossils was forbidden in France.

6. Who found the fossil tooth in England?

- a) Bernard Palissy
- b) Mary Ann Mantell
- c) Richard Owen
- d) Gideon Mantell

7. What did Gideon Mantell know about reptiles that made the fossil tooth a mystery?

- a) Reptiles had no teeth.
- b) Reptiles were found under rocks.
- c) Reptiles lived long ago.
- d) Reptiles gulped their food.

8. Gideon Mantell thought the tooth might have belonged to different types of animals. Complete the table to show what made him think this.

Type of animal	What made him think this
A plant eater	The tooth was flat with ridges.
A giant creature	
A reptile	

9. Why did Gideon Mantell take the tooth to a museum?

- a) to ask if the fossil belonged to the museum
- b) to prove that he was a fossil expert
- c) to hear what scientists thought of his idea
- d) to compare the tooth with others in the museum

10. A scientist showed Gideon Mantell an iguana tooth. Why was this important to Gideon Mantell?

(1 mark)

11. What did Gideon Mantell use when trying to figure out what the *Iguanodon* looked like?

- a) bones he collected.
- b) ideas from other scientists.
- c) pictures in books.
- d) teeth from other reptiles.

12. Look at the two pictures of the *Iguanodon*. What do they help you to understand?

(1 mark)

13. Gideon Mantell thought the tooth might have belonged to different types of animals. Complete the table to show what made him think this.

What Gideon Mantell thought the <i>Iguanodon</i> looked like	What scientists today think the <i>Iguanodon</i> looked like
The <i>Iguanodon</i> walked on four legs	
	The <i>Iguanodon</i> had a spike on its thumb
The <i>Iguanodon</i> was 100 feet long	

14. What were found that showed Gideon was wrong about what the *Iguanodon* looked like?

- a) more fossil teeth
- b) scientific drawings
- c) living *Iguanodons*
- d) whole skeletons

***END**

Do Not Turn Over The Page

Close Your Book



Wait for the Fieldworker to tell you to take a break.

You will take a 20 minute break before coming back for the next reading exercise.

PART 3: ENGLISH VOCABULARY

Instruction:

Each sentence has a missing word. Please read the sentence carefully and then decide what word is missing and fill it in, in the space provided. For **example**:

He was riding a bi_____.



He was riding a bicycle.

SECTION A

1	Plants get water from the soil through their ro_____.	
2	The nu_____ was helping the doctor in the operating room.	
3	It is the de_____ that counts, not the thought.	
4	Fashions come and go; this year long sk_____ are fashionable again for women.	
5	Laws for protecting people are based on the principle of jus_____.	
6	He is walking on the ti_____ of his toes so as not to make a noise.	
7	Because he dropped out of school and is unskilled, he earns a low wa_____.	
8	They had to cl_____ a steep mountain to see the beautiful view from the top.	
9	The doctor is good and always ex_____ his patients thoroughly.	
10	The Gautrain is convenient as it con_____ Pretoria and Johannesburg.	
11	This work is not up to your us_____ standard.	
12	They sat down to eat even though they were not hu_____.	

13	You must have been very br_____ to do such a dangerous thing.	
14	Due to lack of space, the organisers li_____ the number of the people to no more than fifty.	
15	The mechanic had to replace the mo_____ of my dad's old car when it wouldn't start.	
16	This is a photostat; there is a co_____ of the original report in the file.	
17	The house was in the middle and was su_____ by a big garden.	
18	She was lost and wan_____ without direction in the streets for several hours.	
SECTION B		
1	The family lives in a small apa_____ on the second floor of a large building.	
2	The pro_____ of failing the test scared him and motivated him to study harder.	
3	Before writing the final version of her English essay, the learner wrote several dr_____.	
4	The farmer's old cart is pulled by an o_____.	
5	Scientists study the struc_____ of ancient buildings.	
6	Crying is a nor_____ response to pain.	
7	It was a cold day. The clouds and wind brought a chi_____ to the air.	
8	After two years in the Army, he was promoted to the rank of lieu_____.	
9	The statue is made of beautiful white mar_____.	

10	The veins _____ carry blood through our body and back to the heart.	
11	The secretary was helpful and assisted _____ the principal in organising the sporting event.	
12	His beard was growing too long so he decided he needed to trim _____ it.	
13	The dancers were whirling _____ about on the dance floor in time to the music.	
14	He was on his knees, crying and pleading _____ for mercy.	
15	Be careful. You'll snap _____ that branch if you bend it back too far.	
16	I won't tell anybody. My lips are sealed _____.	
17	The King of Burkina was the supreme _____ ruler of his country.	
18	You must be aware _____ that you need to obey the school rules.	
SECTION C		
1	Soldiers usually swear an oath _____ of loyalty to their country.	
2	The voter placed the ballot _____ in the box.	
3	They keep their valuables in a vault _____ at the bank to keep them safe.	
4	A little bird perched on the window ledge _____.	
5	The kitten is playing with a ball of yarn _____.	
6	The protesters have forced an entrance _____ into the building.	

7	The building is heated by a modern heating appa_____.	
8	We decided to celebrate New Year's E_____ together.	
9	In the olden days, a soldier was asked to choose between infantry (a foot soldier) and cav_____ (a horse soldier).	
10	This is a complex maths problem that is difficult to compr_____.	
11	The bully sh_____ the small boy when he passed him on the way to class and the little boy fell down.	
12	We could hear the sergeant bel_____ commands to the troops in a loud voice.	
13	The boss got angry with the secretary and it took a lot of tact to soo_____ her afterwards.	
14	Don't pay attention to his rude remark. Just ig_____ it.	
15	The football players held an emergency meeting. The issues they discussed were confidential and were not disc_____ to the newspapers.	
16	We do not yet have adeq_____ information to make such an important decision.	
17	She is no longer a child but a mat_____ woman, so let her make her own decisions.	
18	The prisoner was put in sol_____ confinement.	
SECTION D		
1	I've had my eyes tested and the optician says my vi_____ is good.	
2	The anom_____ of his position is that he is the coach of the team, but he isn't allowed to select his players.	

3	In their geography class, the children are doing a special pro_____ on China.	
4	In a free country, people are not discriminated against on the basis of colour, age or s :	
5	These study modules should be taken in seq_____ and not done simultaneously.	
6	Despite the corrupt surroundings, the magistrate's principled behavior and his int_____ were not affected.	
7	The job sounded interesting at first, but when he realized what it involved, his excitement sub_____.	
8	Governments often cut their spending in times of financial cr_____.	
9	The medicine was introduced after medical res_____ clearly showed that it was effective.	
10	A true dem_____ should ensure equal rights and opportunities for all citizens.	
11	Research has ind_____ that men find it easier to give up smoking than women.	
12	The school is far away. If you want to en_____ that you get to school on time, you will need to leave early.	
13	In a lecture, the professor does most of the talking. However, in a seminar students are expected to part_____ in the discussion.	
14	It's difficult to ass_____ a person's true knowledge with one or two tests only.	
15	The new coach's job was to res_____ the football team to its former glory.	
16		

	Even though the student did not do well on the mid-term exam, he got the highest mark in the fi_____.	
17	His decision to quit his job suddenly was made when he was angry. It was not based on calm and rat_____ considerations.	
18	This challenging job requires a strong, successful and dy_____ person who can work hard and get on well with people.	

Thank you for your participation!



Some questions about how you feel.

(Draw a circle around the face that best expresses how you feel.)

EXAMPLE: This is how I feel about chocolate:

(draw a circle around the face that describes how you feel)



(a) This is how I feel about school:



(b) This is how I feel about reading:



(c) This is how I feel about my reading teacher:



(e) This is how I feel about maths



Please can you circle whether the statement is like you or not like you.

EXAMPLE:

0. I feel happy when I am playing outside

That's not at all like me	That's not really like me	That's sometimes like me	That's a lot like me
------------------------------	------------------------------	-----------------------------	-------------------------

1. New ideas sometimes distract me from what I am currently doing.

That's not at all like me	That's not really like me	That's sometimes like me	That's a lot like me
------------------------------	------------------------------	-----------------------------	-------------------------

2. Problems and challenges don't discourage me. When I make a mistake I get back up and try again.

That's not at all like me	That's not really like me	That's sometimes like me	That's a lot like me
------------------------------	------------------------------	-----------------------------	-------------------------

3. I am sometimes very interested in one thing but only for a short time and then I change to another thing.

That's not at all like me	That's not really like me	That's sometimes like me	That's a lot like me
------------------------------	------------------------------	-----------------------------	-------------------------

4. I work hard to do things well.

That's not at all like me	That's not really like me	That's sometimes like me	That's a lot like me
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5. I find it difficult to stick to the same thing. I often change my mind about what I want to do.

That's not at all like me	That's not really like me	That's sometimes like me	That's a lot like me
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6. I find it difficult to keep working on the same thing for a long time.

That's not at all like me	That's not really like me	That's sometimes like me	That's a lot like me
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7. I finish whatever I start.

That's not at all like me	That's not really like me	That's sometimes like me	That's a lot like me
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8. I can sit still for longer than other children in the class.

That's not at all like me	That's not really like me	That's sometimes like me	That's a lot like me
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8. I do my schoolwork carefully.

That's not at all like me	That's not really like me	That's sometimes like me	That's a lot like me
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Thank you for helping us by taking this survey!