ChildTAG #: ☐☐☐☐☐☐☐☐   AdultTAG #: ☐☐☐☐☐☐☐   *most recent we have*

Arithmetic Test ENGLISH

{paname} Adult's Name: _____   {pasur} Adult's Surname: _____

{cname} Child's Name: _____   {csur} Child's Surname: _____

{iname} Completed by: _____   {idate} Date Completed: ☐☐ / ☐☐ / ☐☐☐☐

Checked by: _____   Date Checked: ☐☐ / ☐☐ / ☐☐☐☐

TICK WHICH ONE {comp}
1. Completed Fully (Ethnic Zulu) [1]
2. Completed Fully (Fluent in Zulu, from other ethnic group) [2]
3. Partially Completed
   a. Refused (no reason) [3]
   b. Refused (Tired) [4]
   c. Unable to do some of tasks due to disability [5]
   d. Ill/Unwell [6]
   e. Not fluent in Zulu [7]
4. Not started
   a. Postponed by Tester [8]
   b. Refused (no reason) [9]
   c. Refused (Tired) [10]
   d. Unable due to disability [11]
   e. Ill/unwell [12]
   f. Not Zulu speaking [13]

Phase 2 Form Inventory info:

Units of analysis and Respondents:
   Child about Child

Assessment Type:
   Educational

Participant Group:
   Whole Child Cohort

Default variable prefix for Arithmetic:
   a

CHILD INFORMATION

{chdob}   Date of Birth   ☐☐ / ☐☐ / ☐☐☐☐   <dd/mm/yyyy>

{chage}   Age in years   ☐☐

{monage}   Age in Months   ☐☐

{grade}   Grade   ☐   Codes: 0 = grade R, 1 = grade 1; 2 = grade2; 3 = grade 3; 8 = unknown; 9 = not enrolled at school

{school}   Name of School   _____

{sex}   Sex   M [1]   F [2]

Scoring

Written: When recording responses for the written part, circle correct answers and cross out incorrect ones.
   One point is given for each correct answer obtained within the time limit. (10 minutes)

Oral: Give full marks (15 points) for all respondents that can get 5 or more points correct in the written section.
   Part 1 to 3 of the oral section count 1 point each
   Part 4 counts 5 points;
   Parts 5 and 6 count 2 points each; and
   Part 7 counts 3 points.

Total: Total possible score for the written part is 29 points, plus 15 points as the total possible score on the oral section, allowing 44 total possible points.

Total score for Written Section out of 29: _____ {a1}

Total score for Oral Section out of 15: _____ {a2}

(Remember to give full marks for the oral section if you only needed to do the written section)

Total score for Arithmetic Test out of 44: _____ {a3}

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Instructions:

1. Always start by asking the child to attempt the written part before deciding if the oral section needs to be completed.
2. If a child is unable to read the **first** problem, stop the written part and administer the oral section.
3. Also note that children of ages 6 - 11 who obtain a score of less than 5 points on the written part are given the oral part.

Written: Ages 6-7 yrs. For younger children, point to the first problem, and say, "Read this." If the problem is read correctly, say, "What is the answer?" When the child gives the answer, say, "Write it down on this line" (point to the space). Then say, "Now read this (point) and put the answer on that line (point). Then read all the other problems on this row(point) and put the answers on or under the lines." Help like this line for line.

Begin timing after the third written problem and allow 10 minutes for the pages of written computations.

Written: Ages 8-11 yrs.

For children 8 years and older, give the following instructions: "This is an arithmetic test. Look at the problems printed below the heavy line and going on to the next page. I'd like to know how many of the problems you can figure out. Look at each problem carefully to see what you are supposed to do--add, subtract, multiply, or divide--and then put down your answer in the space on or under the lines. Should you wish to calculate on the paper, you may use the empty spaces or

the sides to write on. First, do the top row, then the second row, then the third, etc. The problems get more difficult as you go down the page and on to the next. Don't spend too much time on any one problem. You can skip a problem if it is too difficult for you. But do as many as you can one by one. You will have 10 minutes. Now, go ahead and do as many as you can. Don't forget to go on to the second page of sums."

Difficult Respondents

Older children may try to take charge of the testing situation. Some latitude may be permitted in the interest of maintaining rapport, but it is imperative to maintain enough control to ensure that a valid and reliable assessment is made. Any negativism should be dealt with as tactfully as possible in order to encourage completion of the test.

Encourage each child throughout testing; judiciously reinforce effort, not success. Even when testing a very bright child, do not assume any special attitude or favouritism.

Young children may be more difficult to test due to restlessness, excessive curiosity, or shorter attention spans. Try to keep the toys and pieces for the other psychology tests out of view to avoid distraction.

Allow the child to take a quick break or to stretch if they tire or get extremely restless.

Written PART. Ages 6-11 yrs

$1 + 1 = $ _____

$4 - 1 = $ _____

$$\begin{array}{r} 5 \\ -\ 3 \\ \hline \end{array}$$

$4 \times 2 = $ ____

$5 \times 5 = $ ____

$$\begin{array}{r} 75 \\ +\ 8 \\ \hline \end{array}$$

$$\begin{array}{r} 29 \\ -\ 18 \\ \hline \end{array}$$

$$\begin{array}{r} 32 \\ 24 \\ +\ 40 \\ \hline \end{array}$$

$$\begin{array}{r} 571 \\ -\ \ 47 \\ \hline \end{array}$$

$\dfrac{1}{2} + \dfrac{1}{2} = $ ____

$\dfrac{1}{3} + \dfrac{1}{3} = $ ____

$\dfrac{7}{9} - \dfrac{5}{9} = $ ____

$$\begin{array}{r} 13\ cm \\ +\ \ 8\ cm \\ \hline \end{array}$$

Gcwalisa Ngaloku>, < noma =

Fill in >, < or =

10 + 5 __ 9 + 5

11 - 1 __ 5 + 5

4 + 4 __ 15 - 10

Mingaki imizuzu ekhona kulokhu okulandelayo:

How many minutes are there in the following:

1 hour __ *Ihora elilodwa__*

Half an hour ___ *Isigamu sehora*

Quarter of an hour ___ *Ikota yehora*

6 ÷ 2 = ___

9 ÷ 3 = ___

16 ÷ 4 = ___

$$\begin{array}{r} 31 \\ \times\ 3 \\ \hline \end{array}$$

$$\begin{array}{r} 27 \\ \times\ 8 \\ \hline \end{array}$$

21 ÷ 7 = ___

75 ÷ 5 = ___

$$\begin{array}{r} 65 \\ \times\ 23 \\ \hline \end{array}$$

649	461
+ 578	- 48
————	————

Give full marks (15 points) for the **ORAL** section for all respondents that got 5 or more points correct in the **WRITTEN** section.

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ORAL PART. Ages 6-11 yrs

When to Administer Oral Part
1. Child can't read 1st written problem.
2. Child scores less than 5 points on written part (Total score of 4 or less)

1. Counting 3 chickens. While pointing to the chickens below say, "Point with your finger and count these chickens one by one. Beginning here (child's left) and going this way." (Motion to the right). "Count the chickens aloud so I can hear you, and tell me how many ducks there are."

2. Counting 5 boxes. Pointing to the boxes below, say, "Now point to each of these boxes and count aloud. Tell me how many boxes there are."
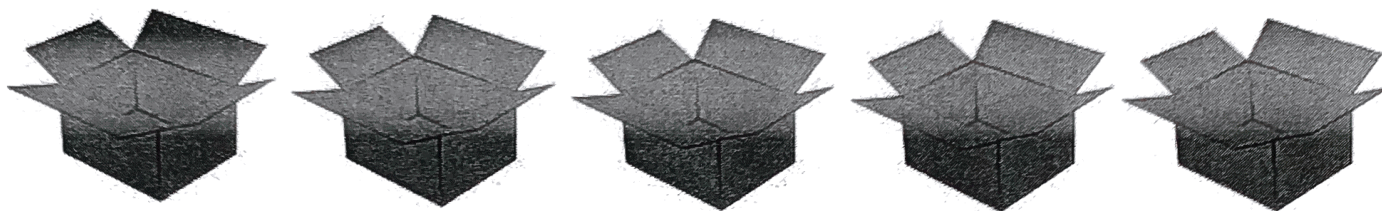
3. Counting 15 dots. Pointing to the dots printed below, say, "Point with your finger and count these dots one by one beginning here. Count them aloud so I can hear you, and tell me how many dots there are."

4. Reading numbers. Pointing to the numbers (3,5,6,17,41), say, "Read these numbers. What is this? And This?" etc.

3   5   6   17   41

5. Showing fingers. Say,
a. "Show me 3 fingers."
b. " Show me 8 fingers."

6. Which number is more. Say,
a. "Which is more, 9 or 6?"
b. "Which is more 42 or 28?"

7. Add and subtract. Ask:
a. "If you have 3 Rand and spend 1 Rand, how many Rand do you have left?"
b. "How many apples if you add 3 and 4 apples together?"
c. "Sibu had 9 marbles, he lost 3 of them. How many were left?"

Total score for Oral Section out of 15: _____   {a2}

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