

5-17 CHILD INFORMATION PANEL		FS
<b>FS1. Cluster number:</b> _____	<b>FS2. Household number:</b> _____	
<b>FS3. Child's name and line number:</b>  NAME _____	<b>FS4. Mother's / Caretaker's name and line number:</b>  NAME _____	
<b>FS5. Interviewer's name and number:</b>  NAME _____	<b>FS6. Supervisor's name and number:</b>  NAME _____	
<b>FS7. Day / Month / Year of interview:</b>  ____ / ____ / <u>20</u> <u>1</u> ____	<b>FS8. Record the time:</b>	HOURS : MINUTES  ____ : ____

Check respondent's age in HL6 in LIST OF HOUSEHOLD MEMBERS, HOUSEHOLD QUESTIONNAIRE:  
If age 15-17, verify that adult consent for interview is obtained (HH33 or HH39) or not necessary (HL20=90). If consent is needed and not obtained, the interview must not commence and '06' should be recorded in FS17. The respondent must be at least 15 years old. In the very few cases where a child age 15-17 has no mother or caretaker identified in the household (HL20=90), the respondent will be the child him/herself.

<b>FS9. Check completed questionnaires in this household: Have you or another member of your team interviewed this respondent for another questionnaire?</b>	YES, INTERVIEWED ALREADY.....1 NO, FIRST INTERVIEW.....2	1 ⇨FS10B 2 ⇨FS10A
<b>FS10A.</b> Hello, my name is ( <b>your name</b> ). We are from Samoa Bureau of Statistics. We are conducting a survey about the situation of children, families and households. I would like to talk to you about ( <b>child's name from FS3</b> )'s health and well-being. This interview will take about 45 minutes. All the information we obtain will remain strictly confidential and anonymous. If you wish not to answer a question or wish to stop the interview, please let me know. May I start now?  Talofa o lo'u igoa o ( <b>your name</b> ). Matou te omai i le Ofisa o Fuainumera Fa'amauiina. O loo faatinoina le matou sutesuega ina ia maua se malamalamaaga tele i le tulaga o le soifua maloloina o tamaiti ma aiga faapea mataupu lautele o le soifuaga nei o loo aafia ai aiga o le tatou atunuu. E fia faatalanoaina lau susuga i le soifua maloloina ma le ola tuputupu a'e o ( <b>child's name from FS3</b> ). E na o le 45 minute le umi o le faatalalanoaga ae o faamatalaga fo'i o le a tuuina mai e malu puipuia i le tulafono a le Ofisa o Fuainumera Faamauiina. Afai e iai se fesili ete le fia taliina, ona faailoa mai lea. E te finagalo o le a amata loa le ta faatalalanoaga?	<b>FS10B.</b> Now I would like to talk to you about ( <b>child's name from FS3</b> )'s health and well-being in more detail. This interview will take about 45 minutes. Again, all the information we obtain will remain strictly confidential and anonymous. If you wish not to answer a question or wish to stop the interview, please let me know. May I start now?  Ia o lea ou te fia talanoa atu i le soifua maloloina o ( <b>child's name from FS3</b> ) ia ma isi mataupu. E na o le 45 minute le umi o le faatalalanoaga. O faamatalaga fo'i o le a tuuina mai e malu puipuia i le tulafono a le Ofisa o Fuainumera Faamauiina. Afai e iai se fesili ete le fia taliina, ona faailoa mai lea. E te malie o le a amata loa le ta faatalalanoaga?	
YES.....1 NO / NOT ASKED.....2	1 ⇨CHILD'S BACKGROUND Module 2 ⇨FS17	
<b>FS17. Result of interview for child age 5-17 years</b>  <i>Codes refer to the respondent.</i>  <i>Discuss any result not completed with Supervisor.</i>	COMPLETED ..... 01 NOT AT HOME ..... 02 REFUSED..... 03 PARTLY COMPLETED ..... 04 INCAPACITATED (specify) _____ 05 NO ADULT CONSENT FOR MOTHER/ CARETAKER AGE 15-17 ..... 06  OTHER (specify) _____ 96	

CHILD'S BACKGROUND		CB
<p><b>CB1.</b> Check the respondent's line number (FS4) in 5-17 CHILD INFORMATION PANEL and the respondent to the HOUSEHOLD QUESTIONNAIRE (HH47): Is this respondent also the respondent to the Household Questionnaire?</p>	<p>YES, RESPONDENT IS THE SAME, FS4=HH47 ..... 1 NO, RESPONDENT IS NOT THE SAME, FS4≠HH47 ..... 2</p>	1 ⇒CB11
<p><b>CB2.</b> In what month and year was (<i>name</i>) born? O le a le masina ma le tausaga na fanau ai (<i>name</i>)?  Month and year <u>must</u> be recorded.</p>	<p>DATE OF BIRTH MONTH..... __ __  YEAR..... __ __ __ __</p>	
<p><b>CB3.</b> How old is (<i>name</i>)? Ua fia nei tausaga o (<i>name</i>)?  Probe: How old was (<i>name</i>) at (his/her) last birthday? Ua fia nei tausaga o (<i>name</i>) i lona aso fanau mulimuli?  Record age in completed years.  If responses to CB2 and CB3 are inconsistent, probe further and correct.</p>	<p>AGE (IN COMPLETED YEARS) ..... __ __</p>	
<p><b>CB4.</b> Has (<i>name</i>) ever attended school or any early childhood education programme? Na auai (<i>name</i>) i se aoga po'o le aoga fa'ata'ita'i?</p>	<p>YES ..... 1 NO ..... 2</p>	2 ⇒CB11
<p><b>CB5.</b> What is the highest level and year of school (<i>name</i>) has ever attended? O le a le maualuga o le aoga ma le vasega na ausia e (<i>name</i>)?</p>	<p>EARLY CHILDHOOD EDUCATION ..... 000 PRIMARY ..... <b>1</b> __ __ SECONDARY ..... <b>2</b> __ __ HIGHER ..... <b>4</b> __ __ SPECIAL NEEDS EDUCATION ..... <b>5</b> __ __</p>	000 ⇒CB7
<p><b>CB6.</b> Did (he/she) ever complete that year? Na ma'ea le vasega a (<i>name</i>) e pei ona ta'ua i luga?</p>	<p>YES ..... 1 NO ..... 2</p>	
<p><b>CB7.</b> At any time during the 2019 school year did (<i>name</i>) attend school or any early childhood education programme? Sa/O aoga (<i>name</i>) i lenei tausaga 2019?</p>	<p>YES ..... 1 NO ..... 2</p>	2 ⇒CB9
<p><b>CB8.</b> During the 2019 school year, which level and year is (<i>name</i>) attending? O le a le maualuga o le aoga ma le vasega o loo auai ai (<i>name</i>) i lenei tausaga?</p>	<p>EARLY CHILDHOOD EDUCATION ..... 000 PRIMARY ..... <b>1</b> __ __ SECONDARY ..... <b>2</b> __ __ HIGHER ..... <b>4</b> __ __ SPECIAL NEEDS EDUCATION ..... <b>5</b> __ __</p>	
<p><b>CB9.</b> At any time during the 2018 school year did (<i>name</i>) attend school or any early childhood education programme? Sa auai (<i>name</i>) i se aoga poo se aoga faata'ita'i i le tausaga ua tuana'i 2018?</p>	<p>YES ..... 1 NO ..... 2</p>	2 ⇒CB11

<p><b>CB10.</b> During the 2018 school year, which level and year did <i>(name)</i> attend?  O le a le maualuga o le aoga ma le vasega na <u>auai</u> ai <i>(name)</i> i le tausaga ua tuana'i 2018?</p>	EARLY CHILDHOOD EDUCATION ..... 000 PRIMARY ..... <b>1</b> ___ SECONDARY ..... <b>2</b> ___ HIGHER ..... <b>4</b> ___ SPECIAL NEEDS EDUCATION ..... <b>5</b> ___	
<p><b>CB11.</b> Is <i>(name)</i> covered by any health insurance?  O i ai se inisiua o le soifua maloloina a <i>(name)</i>?</p>	YES ..... 1 NO ..... 2	2 ⇒ End
<p><b>CB12.</b> What type of health insurance is <i>(name)</i> covered by?  O a ituaiga inisiua o loo fa'aaogaina e <i>(name)</i>?</p> <p><i>Record all mentioned.</i></p>	HEALTH INSURANCE THROUGH EMPLOYER ..... B OTHER PRIVATELY PURCHASED COMMERCIAL HEALTH INSURANCE ..... D OTHER ( <i>specify</i> ) ..... X	

**CHILD LABOUR**

**CL**

**CL1.** Now I would like to ask about any work (*name*) may do.

Ou te fia fesiligia ni galuega o loo faatinoina e (*name*).

Since last (*day of the week*), did (*name*) do any of the following activities, even for only one hour?

YES NO

Talu mai le aso (*day of the week*) o le vaiaso lea, na faatinoina e (*name*) nisi o galuega nei, tusa lava pe na o le 1 le itula sa faatino ai?

[A] Did (*name*) do any work or help on (his/her) own or the household's plot, farm, food garden or looked after animals? For example, growing farm produce, harvesting, or feeding, grazing or milking animals?

WORKED ON PLOT, FARM, FOOD GARDEN, LOOKED AFTER ANIMALS..... 1 2

Na faatino pe na fesoasoani (*name*) i le faatoaga a le aiga e pei o le totoina o soo se ituaiga togalaau aina/faatoaga, poo le fafai ina o fua o faaeleeleaga faapea le fafagaina o lafumanu e pei o puua, moa ma isi?

[B] Did (*name*) help in a family business or a relative's business with or without pay, or run (his/her) own business?

HELPED IN FAMILY / RELATIVE'S BUSINESS / RAN OWN BUSINESS ..... 1 2

Na fesoasoani (*name*) i se pisinisia le aiga mo se totogi pe le totoia foi pe faatinoina foi sana ia pisinisi.

[C] Did (*name*) produce or sell articles, handicrafts, clothes, food or agricultural products?

PRODUCE / SELL ARTICLES / HANDICRAFTS / CLOTHES / FOOD OR AGRICULTURAL PRODUCTS..... 1 2

Na gaosia pe na faatauina e (*name*) ni mea taulima, fua o faaeleeleaga poo meaai, faataitaiga vaisalo, kokoesi ma isi?

ANY OTHER ACTIVITY ..... 1 2

[X] Since last (*day of the week*), did (*name*) engage in any other activity in return for income in cash or in kind, even for only one hour?

Talu mai le aso (*day of the week*) o le vaiaso lea, na faatino e (*name*) se isi lava galuega e totogi i tupe po'o oloa e maua faameaalofa tusa pe na o le tasi le itula sa faatino ai?

**CL2.** Check CL1, [A]-[X]:

AT LEAST ONE 'YES' ..... 1  
ALL ANSWERS ARE 'NO' ..... 2

2 ⇒CL7

<p><b>CL3.</b> Since last (<i>day of the week</i>) about how many hours did (<i>name</i>) engage in (this activity/these activities), in total?  <i>Talu mai le aso (day of the week) o le vaiaso lea, e fia le aofaiga atoa o itula na faatino ai e (name) ia galuega?</i></p> <p><i>If less than one hour, record '00'.</i></p>	<p>NUMBER OF HOURS ..... _ _</p>	
<p><b>CL4.</b> (Does the activity/Do these activities) require carrying heavy loads?  <i>I le faatinoina o (lencei/nei) galuega, e moomia le alu e la'u ni uta mamafa?</i></p>	<p>YES..... 1  NO ..... 2</p>	
<p><b>CL5.</b> (Does the activity/Do these activities) require working with dangerous tools such as knives and similar or operating heavy machinery?  <i>I le faatinoina o (lencei/nei) galuega, e moomia le faaaogaina o ni mea faigaluega e ono lamatia ai le soifua e pei o mea faigaluega maai e aofia ai naifi, to'i, ili ma isi faapea le faatautaia o masini tetele?</i></p>	<p>YES..... 1  NO ..... 2</p>	

<p><b>CL6.</b> How would you describe the work environment of <i>(name)</i>?  E faapefea ona e faamatalaina le siosiomaga faigaluega o <i>(name)</i>?</p> <p>[A] Is (he/she) exposed to dust, fumes or gas?  I le siosiomaga o loo faigaluega ai <i>(name)</i> e pefua, asu ma manogi kesi?</p> <p>[B] Is (he/she) exposed to extreme cold, heat or humidity?  I le siosiomaga o loo faigaluega ai <i>(name)</i>, e malulu, sūsū pe vevela tele?</p> <p>[C] Is (he/she) exposed to loud noise or vibration?  I le siosiomaga o loo faigaluega ai <i>(name)</i>, e ova le paō?</p> <p>[D]Is (he/she) required to work at heights?  I le siosiomaga o loo faigaluega ai <i>(name)</i> e manaomia le faigaluega i vaega mauululuga?</p> <p>[E] Is (he/she) required to work with chemicals, such as pesticides, glues and similar, or explosives?  I le siosiomaga o loo faigaluega ai <i>(name)</i> e tagofia ai ni vailaau oona e pei o vailaau fagavao ma isi ituaiga vailaau oona poo mea faapapa?</p> <p>[X] Is <i>(name)</i> exposed to other things, processes or conditions bad for (his/her) health or safety?  I le siosiomaga faigaluega o loo faigaluega ai <i>(name)</i>, o iai nisi vaega e ono lamatia ai lona soifua maloloina ma lona saogalemu?</p>	<p>YES..... 1  NO ..... 2</p> <p>YES..... 1  NO ..... 2</p> <p>YES..... 1  NO ..... 2</p> <p>YES..... 1  NO ..... 2</p> <p>YES..... 1  NO ..... 2</p> <p>YES..... 1  NO ..... 2</p>	
<p><b>CL7.</b> Since last <i>(day of the week)</i>, did <i>(name)</i> fetch water for household use?  Talu mai le aso <i>(day of the week)</i> o le vaiaso lea, na alu <i>(name)</i> e la’u vai mo le faaaogaina e le aiga?</p>	<p>YES..... 1  NO ..... 2</p>	<p>2 ⇒CL9</p>
<p><b>CL8.</b> In total, how many hours did <i>(name)</i> spend on fetching water for household use, since last <i>(day of the week)</i>?  Talu mai le aso <i>(day of the week)</i> o le vaiaso lea, e fia le aofaiga atoa o itula na alu ai <i>(name)</i> e la’u vai mo le faaaogaina e le aiga?</p> <p><i>If less than one hour, record ‘00’.</i></p>	<p>NUMBER OF HOURS ..... _ _</p>	

<p><b>CL9.</b> Since last (<i>day of the week</i>), did (<i>name</i>) collect firewood for household use?  Talu mai le aso (<i>day of the week</i>) o le vaiaso lea, na alu (<i>name</i>) e fai fafie/alala mo le faaaogaina e le aiga?</p>	YES..... 1 NO ..... 2	2 ⇒CL11																								
<p><b>CL10.</b> In total, how many hours did (<i>name</i>) spend on collecting firewood for household use, since last (<i>day of the week</i>)?  Talu mai le aso (<i>day of the week</i>) o le vaiaso lea, e fia le aofaiga atoa o itula na alu ai (<i>name</i>) e fai fafie/alala mo le faaaogaina e le aiga?   <i>If less than one hour, record '00'.</i></p>	NUMBER OF HOURS ..... __ __																									
<p><b>CL11.</b> Since last (<i>day of the week</i>), did (<i>name</i>) do any of the following for this household?  Talu mai le aso (<i>day of the week</i>) o le vaiaso lea, na faatinoina e (<i>name</i>) nisi o galuega nei mo le tou aiga?</p> <p>[A] Shopping for the household? / Faatauga mo le aiga</p> <p>[B] Cooking? / Kuka/saka/umu</p> <p>[C] Washing dishes or cleaning around the house? / Fufulu ipu ma tapena le fale</p> <p>[D] Washing clothes? / Fai tagamea</p> <p>[E] Caring for children? / Vaaiga o tamaiti</p> <p>[F] Caring for someone old or sick? / Vaai matua tausima le au mama'i</p> <p>[X] Other household tasks? / Isi matafaioi o le aiga?</p>	<table style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 80%;"></th> <th style="width: 10%; text-align: center;">YES</th> <th style="width: 10%; text-align: center;">NO</th> </tr> </thead> <tbody> <tr> <td>SHOPPING FOR HOUSEHOLD .....</td> <td style="text-align: center;">1</td> <td style="text-align: center;">2</td> </tr> <tr> <td>COOKING.....</td> <td style="text-align: center;">1</td> <td style="text-align: center;">2</td> </tr> <tr> <td>WASHING DISHES / CLEANING HOUSE.....</td> <td style="text-align: center;">1</td> <td style="text-align: center;">2</td> </tr> <tr> <td>WASHING CLOTHES .....</td> <td style="text-align: center;">1</td> <td style="text-align: center;">2</td> </tr> <tr> <td>CARING FOR CHILDREN .....</td> <td style="text-align: center;">1</td> <td style="text-align: center;">2</td> </tr> <tr> <td>CARING FOR OLD / SICK .....</td> <td style="text-align: center;">1</td> <td style="text-align: center;">2</td> </tr> <tr> <td>OTHER HOUSEHOLD TASKS .....</td> <td style="text-align: center;">1</td> <td style="text-align: center;">2</td> </tr> </tbody> </table>		YES	NO	SHOPPING FOR HOUSEHOLD .....	1	2	COOKING.....	1	2	WASHING DISHES / CLEANING HOUSE.....	1	2	WASHING CLOTHES .....	1	2	CARING FOR CHILDREN .....	1	2	CARING FOR OLD / SICK .....	1	2	OTHER HOUSEHOLD TASKS .....	1	2	
	YES	NO																								
SHOPPING FOR HOUSEHOLD .....	1	2																								
COOKING.....	1	2																								
WASHING DISHES / CLEANING HOUSE.....	1	2																								
WASHING CLOTHES .....	1	2																								
CARING FOR CHILDREN .....	1	2																								
CARING FOR OLD / SICK .....	1	2																								
OTHER HOUSEHOLD TASKS .....	1	2																								
<p><b>CL12.</b> Check CL11, [A]-[X]:</p>	AT LEAST ONE 'YES' ..... 1 ALL ANSWERS ARE 'NO' ..... 2	2 ⇒End																								
<p><b>CL13.</b> Since last (<i>day of the week</i>), about how many hours did (<i>name</i>) engage in (this activity/these activities), in total?  Talu mai le aso (<i>day of the week</i>) o le vaiaso lea, e fia le aofaiga atoa o itula na faatino ai e (<i>name</i>) (lenei/nei) galuega?   <i>If less than one hour, record '00'</i></p>	NUMBER OF HOURS ..... __ __																									

CHILD DISCIPLINE	FCD	
<b>FCD1.</b> Check CB3: Child's age?	AGE 5-14 YEARS..... 1	
	AGE 15-17 YEARS..... 2	2 ⇒ End
<p><b>FCD2.</b> Now I'd like to talk to you about something else.</p> <p>Ou te fia talanoa atu i se isi mataupu.</p> <p>Adults use certain ways to teach children the right behaviour or to address a behaviour problem. I will read various methods that are used. Please tell me if <u>you or any other adult in your household</u> has used this method with <b>(name)</b> <u>in the past month</u>.</p> <p style="text-align: right;">YES NO</p> <p>[A] Took away privileges, forbade something <b>(name)</b> liked or did not allow (him/her) to leave the house. / <b>Faasāina pe taofia mai (name) o loo (ia) fiafia ai pe faasā ona alu ese ma le fale.</b></p> <p>[B] Explained why <b>(name)</b>'s behaviour was wrong. / <b>Faamatala le sese o le amioga na faie (name).</b></p> <p>[C] Shook (him/her). / <b>U'u ma lūlū (o ia)</b></p> <p>[D] Shouted, yelled at or screamed at (him/her). / <b>E'ē ma otiega (o ia).</b></p> <p>[E] Gave (him/her) something else to do. / <b>Tuu iai se isi mea/galuega e fai</b></p> <p>[F] Spanked, hit or slapped (him/her) on the bottom with bare hand. / <b>Po pe sasa lona nofoaga/no'o</b></p> <p>[G] Hit (him/her) on the bottom or elsewhere on the body with something like a belt, hairbrush, stick or other hard object. / <b>Sasa ia te (ia) i se fusipa'u, selu, salu, laau poo se isi mea malō.</b></p> <p>[H] Called (him/her) dumb, lazy or another name like that. / <b>Faaigoa ia te (ia) i isi igoa/upu e pei o le valea, paiē poo le augata.</b></p> <p>[I] Hit or slapped (him/her) on the face, head or ears. / <b>Po pe tu'i (ona) foliga, ulu poo taliga</b></p> <p>[J] Hit or slapped (him/her) on the hand, arm, or leg. / <b>Po, tu'i pe kiki (ona) lima, tauau poo vae.</b></p>	<p><b>E eseese auala e a'oa'oina ai e matua/tagata matutua a latou fanau i amioga e tatau ona fai ma auala e faatalatalanoa ai le faafitauli pe a alia'e mai.</b></p> <p><b>Faamolemole faailoa mai, pe na e faaaogaina poo se isi lava tagata matua metotia nei mo (name) i le masina talu ai?</b></p> <p>TOOK AWAY PRIVILEGES ..... 1 2</p> <p>EXPLAINED WRONG BEHAVIOR..... 1 2</p> <p>SHOOK HIM/HER ..... 1 2</p> <p>SHOUTED, YELLED, SCREAMED ..... 1 2</p> <p>GAVE SOMETHING ELSE TO DO ..... 1 2</p> <p>SPANKED, HIT, SLAPPED ON BOTTOM WITH BARE HAND ..... 1 2</p> <p>HIT WITH BELT, HAIRBRUSH, STICK OR OTHER HARD OBJECT ..... 1 2</p> <p>CALLED DUMB, LAZY OR ANOTHER NAME ..... 1 2</p> <p>HIT / SLAPPED ON THE FACE, HEAD OR EARS ..... 1 2</p> <p>HIT / SLAPPED ON HAND, ARM OR LEG ..... 1 2</p> <p>BEAT UP, HIT OVER AND OVER</p>	



<p>[K] Beat (him/her) up, that is hit him/her over and over as hard as one could. / Fasi pe fue ia te (ia) i le mea e gata ai</p>	<p>AS HARD AS ONE COULD ..... 1 2</p>	
<p><b>FCD3.</b> Check FS4: Is this respondent the mother or caretaker of any other children under age 5?</p>	<p>YES .....1 NO .....2</p>	<p>2 ⇒ FCD5</p>
<p><b>FCD4.</b> Check FS4: Has this respondent already responded to the following question (UCD5) for another child?</p>	<p>YES .....1 NO .....2</p>	<p>1 ⇒ End</p>
<p><b>FCD5.</b> Do you believe that in order to bring up, raise, or educate a child properly, the child needs to be physically punished? I lou talitonuga mo le a'oa'oina o le ola tuputupua'e o le tamaititi, e tatau ona sasa?</p>	<p>YES ..... 1 NO ..... 2 DK / NO OPINION ..... 8</p>	

CHILD FUNCTIONING		FCF
<b>FCF1.</b> I would like to ask you some questions about difficulties ( <i>name</i> ) may have.  Does ( <i>name</i> ) wear glasses or contact lenses? E fai se vaaiga poo ni contact lenses a ( <i>name</i> )?	YES..... 1 NO..... 2	
<b>FCF2.</b> Does ( <i>name</i> ) use a hearing aid? E faaaoga e ( <i>name</i> ) se mea faalogo?	YES..... 1 NO..... 2	
<b>FCF3.</b> Does ( <i>name</i> ) use any equipment or receive assistance for walking? E faaaoga e ( <i>name</i> ) se tootoo/walker pe fesoasoani foi se isi ia te ia pe a savali?	YES..... 1 NO..... 2	
<b>FCF4.</b> In the following questions, I will ask you to answer by selecting one of four possible answers. For each question, would you say that ( <i>name</i> ) has: 1) no difficulty, 2) some difficulty, 3) a lot of difficulty, or 4) that (he/she) cannot at all. I fesili o le a ta faasolo atu i ai, e manaomia lou tali mai i se tasi o tali nei e fa. Mo fesili taitasi, e mafai ona e tali mai o ( <i>name</i> ) e: 1) Leai se faigata, 2) E i ai nai faigata laiti, 3) Faigata tele, 4) Matuā le mafai ona faatino.  Repeat the categories during the individual questions whenever the respondent does not use an answer category: Remember the four possible answers: Would you say that ( <i>name</i> ) has: 1) no difficulty, 2) some difficulty, 3) a lot of difficulty, or 4) that (he/she) cannot do at all? / Manatua, o tali nei e fa e tataua ona e tali mai ai: 1) Leai se faigata, 2) E iai nai faigata laiti, 3) Faigata tele, 4) Matuā le mafai ona faatino		
<b>FCF5.</b> Check FCF1: Child wears glasses or contact lenses?	YES, FCF1=1..... 1 NO, FCF1=2 ..... 2	1 ⇒FCF6A 2 ⇒FCF6B
<b>FCF6A.</b> When wearing (his/her) glasses or contact lenses, does ( <i>name</i> ) have difficulty seeing? Pe a fai le vaaiga a ( <i>name</i> ), e iai se faafaigata i lana vaai?	NO DIFFICULTY ..... 1 SOME DIFFICULTY ..... 2 A LOT OF DIFFICULTY ..... 3 CANNOT SEE AT ALL..... 4	
<b>FCF6B.</b> Does ( <i>name</i> ) have difficulty seeing? E i ai se faafaigata i le vaai a ( <i>name</i> )?		
<b>FCF7.</b> Check FCF2: Child uses a hearing aid?	YES, FCF2=1..... 1 NO, FCF2=2 ..... 2	1 ⇒FCF8A 2 ⇒FCF8B
<b>FCF8A.</b> When using (his/her) hearing aid(s), does ( <i>name</i> ) have difficulty hearing sounds like peoples' voices or music? Pe a faaaoga (ana) mea faalogo, e iai se faafaigata i le faalogo a ( <i>name</i> ), pei o le lagonaina o leo o tagata ma musika?	NO DIFFICULTY ..... 1 SOME DIFFICULTY ..... 2 A LOT OF DIFFICULTY ..... 3 CANNOT HEAR AT ALL..... 4	
<b>FCF8B.</b> Does ( <i>name</i> ) have difficulty hearing sounds like peoples' voices or music? E iai se faafaigata i le faalogo a ( <i>name</i> ), pei o le lagonaina o leo o tagata poo musika?		
<b>FCF9.</b> Check FCF3: Child uses equipment or receives assistance for walking?	YES, FCF3=1..... 1 NO, FCF3=2 ..... 2	2 ⇒FCF14

<p><b>FCF10.</b> Without (his/her) equipment or assistance, does (<b>name</b>) have difficulty walking 100 meters on level ground?  E iai se faafaigata ia (<b>name</b>) ona savali mo le 100 mita le mamao i le laugatasi e aunoa ma le faaaogaina o lona tootoo/walker pe aunoa foi ma se isi e fesoasoani ia te ia?</p> <p><i>Probe:</i> That would be about the length of 1 football field.  100 mita pe tusa lea ma le umi o le malaelakapi e 1.</p> <p><i>Note that category 'No difficulty' is not available, as the child uses equipment or receives assistance for walking.</i></p>	<p>SOME DIFFICULTY ..... 2  A LOT OF DIFFICULTY ..... 3  CANNOT WALK 100 M AT ALL ..... 4</p>	<p>3 ⇒FCF12  4 ⇒FCF12</p>
<p><b>FCF11.</b> Without (his/her) equipment or assistance, does (<b>name</b>) have difficulty walking 500 meters on level ground?  E iai se faafaigata ia (<b>name</b>) ona savali mo le 500 mita le mamao i le laugatasi e aunoa ma le faaaogaina o lona tootoo/walker pe aunoa foi ma se isi e fesoasoani ia te ia?</p> <p><i>Probe:</i> That would be about the length of 5 football fields.  500 mita pe tusa lea ma le 5 malaelakapi.</p> <p><i>Note that category 'No difficulty' is not available, as the child uses equipment or receives assistance for walking.</i></p>	<p>SOME DIFFICULTY ..... 2  A LOT OF DIFFICULTY ..... 3  CANNOT WALK 500 M AT ALL ..... 4</p>	
<p><b>FCF12.</b> With (his/her) equipment or assistance, does (<b>name</b>) have difficulty walking 100 meters on level ground?  E iai se faafaigata ia (<b>name</b>) ona savali mo le 100 mita le mamao i le laugatasi tusa lava pe a faaaogaina lona tootoo/walker pe fesoasoani ai foi se isi?</p> <p><i>Probe:</i> That would be about the length of 1 football field.  100 mita pe tusa lea ma le umi o le malaelakapi e 1</p>	<p>NO DIFFICULTY ..... 1  SOME DIFFICULTY ..... 2  A LOT OF DIFFICULTY ..... 3  CANNOT WALK 100 AT ALL..... 4</p>	<p>3 ⇒FCF16  4 ⇒FCF16</p>
<p><b>FCF13.</b> With (his/her) equipment or assistance, does (<b>name</b>) have difficulty walking 500 meters on level ground?  E iai se faafaigata ia (<b>name</b>) ona savali mo le 500 mita le mamao i le laugatasi tusa lava pe a faaaogaina lona tootoo/walker pe fesoasoani ai foi se isi?</p> <p><i>Probe:</i> That would be about the length of 5 football fields.  500 mita pe tusa lea ma le 5 malae lakapi</p>	<p>NO DIFFICULTY ..... 1  SOME DIFFICULTY ..... 2  A LOT OF DIFFICULTY ..... 3  CANNOT WALK 500 M AT ALL ..... 4</p>	<p>1 ⇒FCF16</p>

<p><b>FCF14.</b> Compared with children of the same age, does (<i>name</i>) have difficulty walking 100 meters on level ground?  Pe a faatusatusa (<i>name</i>) i isi tamaiti o le vaitausaga lava lea, e i ai se faafaigata o lana savali i le 100 mita?</p> <p><i>Probe:</i> That would be about the length of 1 football field.  100 mita pe tusa lea ma le umi o le malaalakapi e 1</p>	NO DIFFICULTY ..... 1 SOME DIFFICULTY ..... 2 A LOT OF DIFFICULTY ..... 3 CANNOT WALK 100 M AT ALL ..... 4	3 ⇒FCF16 4 ⇒FCF16
<p><b>FCF15.</b> Compared with children of the same age, does (<i>name</i>) have difficulty walking 500 meters on level ground?  Pe a faatusatusa (<i>name</i>) i isi tamaiti o le vaitausaga lava lea, e i ai se faafaigata o lana savali i le 500 mita?</p> <p><i>Probe:</i> That would be about the length of 5 football fields.  500 mita pe tusa lea ma le umi o malaalakapi e 5</p>	NO DIFFICULTY ..... 1 SOME DIFFICULTY ..... 2 A LOT OF DIFFICULTY ..... 3 CANNOT WALK 500 M AT ALL ..... 4	
<p><b>FCF16.</b> Does (<i>name</i>) have difficulty with self-care such as feeding or dressing (himself/herself)?  E faafaigata ia (<i>name</i>) ona faatinoina mea nei e pei o le ai lava o ia poo le faiga/faamouluina e ia o ona lava ofu?</p>	NO DIFFICULTY ..... 1 SOME DIFFICULTY ..... 2 A LOT OF DIFFICULTY ..... 3 CANNOT CARE FOR SELF AT ALL ..... 4	
<p><b>FCF17.</b> When (<i>name</i>) speaks, does (he/she) have difficulty being understood by people inside of this household?  A tautala ia (<i>name</i>), e faafaigata i tagata o le tou aiga ona malamalama ia ana tala?</p>	NO DIFFICULTY ..... 1 SOME DIFFICULTY ..... 2 A LOT OF DIFFICULTY ..... 3 CANNOT BE UNDERSTOOD AT ALL ..... 4	
<p><b>FCF18.</b> When (<i>name</i>) speaks, does (he/she) have difficulty being understood by people outside of this household?  A tautala ia (<i>name</i>), e faafaigata i nisi tagata ese ona malamalama i a na tala?</p>	NO DIFFICULTY ..... 1 SOME DIFFICULTY ..... 2 A LOT OF DIFFICULTY ..... 3 CANNOT BE UNDERSTOOD AT ALL ..... 4	
<p><b>FCF19.</b> Compared with children of the same age, does (<i>name</i>) have difficulty learning things?  Pe a faatusatusa (<i>name</i>) i isi tamaiti o le vaitausaga lava lea, e faafaigata ia te ia ona iloa/aoaoina o ni mea e pei o le a’oina o fuainumera, upu, mataitusi, isi?</p>	NO DIFFICULTY ..... 1 SOME DIFFICULTY ..... 2 A LOT OF DIFFICULTY ..... 3 CANNOT LEARN THINGS AT ALL ..... 4	
<p><b>FCF20.</b> Compared with children of the same age, does (<i>name</i>) have difficulty remembering things?  Pe a faatusatusa (<i>name</i>) i isi tamaiti o le vaitausaga lava lea, e faigata ia te ia ona manatua ni mea e pei o faatonuga ma isi?</p>	NO DIFFICULTY ..... 1 SOME DIFFICULTY ..... 2 A LOT OF DIFFICULTY ..... 3 CANNOT REMEMBER THINGS AT ALL ..... 4	

<p><b>FCF21.</b> Does (<i>name</i>) have difficulty concentrating on an activity that (he/she) enjoys doing? E faafaigata ia (<i>name</i>) ona mafaufau loloto i galuega faatino ua ia fiafia i ai?</p>	<p>NO DIFFICULTY ..... 1 SOME DIFFICULTY ..... 2 A LOT OF DIFFICULTY ..... 3 CANNOT CONCENTRATE AT ALL ..... 4</p>	
<p><b>FCF22.</b> Does (<i>name</i>) have difficulty accepting changes in (his/her) routine? E faafaigata ia (<i>name</i>) ona talia ni suiga i mea ua masani ai pei o le matamata tv pe a tuua le aoga ma isi?</p>	<p>NO DIFFICULTY ..... 1 SOME DIFFICULTY ..... 2 A LOT OF DIFFICULTY ..... 3 CANNOT ACCEPT CHANGES AT ALL..... 4</p>	
<p><b>FCF23.</b> Compared with children of the same age, does (<i>name</i>) have difficulty controlling (his/her) behaviour? Pe a faatusatusa (<i>name</i>) i isi tamaiti o le vaitausaga lava lea, e faafaigata ia te ia ona ia pulea lana amio?</p>	<p>NO DIFFICULTY ..... 1 SOME DIFFICULTY ..... 2 A LOT OF DIFFICULTY ..... 3 CANNOT CONTROL BEHAVIOUR AT ALL .... 4</p>	
<p><b>FCF24.</b> Does (<i>name</i>) have difficulty making friends? E faigata ia (<i>name</i>) ona faamasani/faauo atu i isi tamaiti?</p>	<p>NO DIFFICULTY ..... 1 SOME DIFFICULTY ..... 2 A LOT OF DIFFICULTY ..... 3 CANNOT MAKE FRIENDS AT ALL ..... 4</p>	
<p><b>FCF25.</b> The next questions have different options for answers. I am going to read these to you after each question.</p> <p>I would like to know how often (<i>name</i>) seems very anxious, nervous or worried. Ou te fia iloa pe masani ona maua ia (<i>name</i>) i le lagona popole poo le le maunonu.</p> <p>Would you say: daily, weekly, monthly, a few times a year or never? Faamata e maua o ia i nei lagona i aso uma, ta'i vaiaso, ta'i masina, e le tele i le tausaga pe le masani ona tupu?</p>	<p>DAILY ..... 1 WEEKLY..... 2 MONTHLY..... 3 A FEW TIMES A YEAR ..... 4 NEVER ..... 5</p>	
<p><b>FCF26.</b> I would also like to know how often (<i>name</i>) seems very sad or depressed. Ou te fia iloa pe masani ona maua ia (<i>name</i>) i le lagona faanoanoa pe mafatia.</p> <p>Would you say: daily, weekly, monthly, a few times a year or never? Faamata e maua o ia i nei lagona i aso uma, ta'i vaiaso, ta'i masina, e le tele i le tausaga pe le masani ona tupu?</p>	<p>DAILY ..... 1 WEEKLY..... 2 MONTHLY..... 3 A FEW TIMES A YEAR ..... 4 NEVER ..... 5</p>	

PARENTAL INVOLVEMENT		PR
<b>PR1.</b> Check CB3: Child's age?	AGE 5-6 YEARS ..... 1 AGE 7-14 YEARS ..... 2 AGE 15-17 YEARS ..... 3	1 ⇨ End 3 ⇨ End
<b>PR2.</b> At the end of this interview I will ask you if I can talk to ( <i>name</i> ). If (he/she) is close, can you please ask (him/her) to stay here. If ( <i>name</i> ) is not with you at the moment could I ask that you now arrange for (him/her) to return? If that is not possible, we will later discuss a convenient time for me to call back. E mafai ona ou talanoa i a ( <i>name</i> ) pe a ma'ea le ta faatalatalanoaga. Afai o loo i le fale i le taimi o le faatalatalanoaga, e mafai ona faailoa iai e faatali mai e fia faatalanoa i le vaega mulimuli o le pepa fesili. A leai, e mafai ona iai se isi taimi talafeagai e faatalatalanoa ai ia ( <i>name</i> ).		
<b>PR3.</b> Excluding school text books and holy books, how many books do you have for ( <i>name</i> ) to read at home? E ese mai i tusi aoga ma Tusi Pa'ia, e fia ni tusi faitau o loo i le fale mo ( <i>name</i> ) e faitauina?	NONE..... 00 NUMBER OF BOOKS ..... <u>0</u> ____ TEN OR MORE BOOKS ..... 10	
<b>PR4.</b> Check CB7: Did the child attend any school?  Check ED9 in the EDUCATION Module in the HOUSEHOLD QUESTIONNAIRE for child if CB7 was not asked.	YES, CB7/ED9=1 ..... 1 NO, CB7/ED9=2 OR BLANK ..... 2	2 ⇨ End
<b>PR5.</b> Does ( <i>name</i> ) ever have homework? E iai ni meaaoga e aumai e fai i le fale a ( <i>name</i> )?	YES ..... 1 NO ..... 2 DK ..... 8	2 ⇨ PR7 8 ⇨ PR7
<b>PR6.</b> Does anyone help ( <i>name</i> ) with homework? E iai se isi e fesoasoani i meaaoga a ( <i>name</i> ) lea e aumai e fai i le fale?	YES ..... 1 NO ..... 2 DK ..... 8	
<b>PR7.</b> Does ( <i>name</i> )'s school have a school governing body in which parents can participate such as parent teacher association (PTA)? E i ai se komiti a le aoga a ( <i>name</i> ) e pei o le PTA (Parent Teacher Association) ma isi ituaiga komiti e mafai e matua ona auai ai?	YES ..... 1 NO ..... 2 DK ..... 8	2 ⇨ PR10 8 ⇨ PR10
<b>PR8.</b> In the last 12 months, have you or any other adult from your household attended a meeting called by this school governing body? I le 12 masina talu ai, na e auai atu poo se isi tagata matua o le aiga i fonotaga a komiti nei a le aoga (PTA)?	YES ..... 1 NO ..... 2 DK ..... 8	2 ⇨ PR10 8 ⇨ PR10

<p><b>PR9.</b> During any of these meetings, was any of the following discussed: I le taimi o lea fonotaga, na faatalanoaina nisi o mataupu nei:</p> <p>[A] A plan for addressing key education issues faced by <i>(name)</i>'s school? / Fuafuaga alualu mamao a le aoga a <i>(name)</i> o loo faaleoina mai ai i totonu faafitauli i tulaga tau a'oa'oga o loo feagai ma le aoga?</p> <p>[B] School budget or use of funds received by <i>(name)</i>'s school? / Tala o le tupe mo le faaogaina/faaluina o tupe maua a le aoga a <i>(name)</i>?</p>	<p style="text-align: right;">YES NO DK</p> <p>PLAN FOR ADDRESSING SCHOOL'S ISSUES..... 1 2 8</p> <p>SCHOOL BUDGET ..... 1 2 8</p>	
<p><b>PR10.</b> In the last 12 months, have you or any other adult from your household received a school or student report card for <i>(name)</i>? I le 12 masina talu ai, na e taulimaina pe na maua e se isi o le tou aiga se ripoti a <i>(name)</i> mai le aoga?</p>	<p>YES ..... 1 NO ..... 2 DK..... 8</p>	
<p><b>PR11.</b> In the last 12 months, have you or any adult from your household gone to <i>(name)</i>'s school for any of the following reasons? I le 12 masina talu ai, na e auai atu pe na auai se isi tagata matua o le tou aiga i le aoga a <i>(name)</i> ona o mafuaaga nei?</p> <p>[A] A school celebration or a sport event? / Aso faamanatu poo ni taaloga a le aoga?</p> <p>[B] To discuss <i>(name)</i>'s progress with (his/her) teachers? / E faatalatalanoa le tulaga o loo iai le taumafai a <i>(name)</i> i le aoga?</p>	<p style="text-align: right;">..... YES NO DK</p> <p>CELEBRATION OR SPORT EVENT ..... 1 2 8</p> <p>TO DISCUSS PROGRESS WITH TEACHERS..... 1 2 8</p>	
<p><b>PR12.</b> In the last 12 months, has <i>(name)</i>'s school been closed on a school day due to any of the following reasons: I le 12 masina talu ai, sa iai se taimi na tapunia ai le aoga a <i>(name)</i> ona o mafuaaga nei:</p> <p>[A] Natural disasters, such as flood, cyclone, epidemics or similar? / Faalavelave faalenatura e pei o lologa, afā, faama'i pipisi ma isi?</p> <p>[B] Man-made disasters, such as fire, building collapse, riots or similar? / Faalavelave tutupu faafuase'i e pei o mu ma fale pau'ū poo ni solotete/osofaiga</p> <p>[C] Teacher strike? / Solo tete'e a faiaoga</p> <p>[X] Other? / Isi</p>	<p style="text-align: right;">YES NO DK</p> <p>NATURAL DISASTERS ..... 1 2 8</p> <p>MAN-MADE DISASTERS ..... 1 2 8</p> <p>TEACHER STRIKE ..... 1 2 8</p> <p>OTHER ..... 1 2 8</p>	

<p><b>PR13.</b> In the last 12 months, was (<i>name</i>) unable to attend class due to (his/her) teacher being absent?  I le 12 masina talu ai, na iai se taimi na le aoga ai (<i>name</i>) ona ua le faigaluega le faiaoga?</p>	<p>YES ..... 1  NO ..... 2  DK..... 8</p>	
<p><b>PR14.</b> Check PR12[C] and PR13: Any 'Yes' recorded?</p>	<p>YES, PR12[C]=1 OR PR13=1 ..... 1  NO ..... 2</p>	<p>2 ⇒End</p>
<p><b>PR15.</b> When (<i>teacher strike / teacher absence</i>) happened did you or any other adult member of your household contact any school officials or school governing body representatives?  Ina ua (<i>teacher strike / teacher absence</i>), sa e faafesootaia pe na fesootai e se tagata matua o le tou aiga se sui o le komiti o le aoga poo soo se sui ofisa o le aoga?</p>	<p>YES ..... 1  NO ..... 2  DK..... 8</p>	



FOUNDATIONAL LEARNING SKILLS	FL
------------------------------	----

<b>FL0.</b> Check CB3: Child's age?	AGE 5-6 YEARS ..... 1 AGE 7-14 YEARS ..... 2 AGE 15-17 YEARS ..... 3	1 ⇒End  3 ⇒End
-------------------------------------	--	----------------------

**FL1.** Now I would like to talk to **(name)**. I will ask (him/her) a few questions about (himself/herself) and about reading, and then ask (him/her) to complete a few reading and number activities.

These are not school tests and the results will not be shared with anyone, including other parents or the school.

You will not benefit directly from participating and I am not trained to tell you how well **(name)** has performed.

The activities are to help us find out how well children in Samoa are learning to read and to use numbers so that improvements can be made.

This will take about 20 minutes. Again, all the information we obtain will remain strictly confidential and anonymous.

Ou te fia talanoa ia **(name)**. E iai nai fesili e fia fesilgia ai o ia e faataata i le tulaga o le faitau tusi faapea le faatinonia o galuega faa-fuainumera. O nei fesili e le o ni su'ega a le aoga, ae o tali o le a tuuina mai o le a lē faailoaina atu i nisi tagata. Ou te fia faailoa atu o nei fesili e le mafai ona iloa ai poo le a le lelei o le tulaga o loo iai **(name)**. O nei suesuega o le a fesoasoani tele lea ia i matou e iloa ai le tulaga o loo iai le faitautusi ma le numera a tamaiti o le tatou atunuu e iloa lelei ai vaega e moomia lona faaleleia. O faamatalaga uma o le a tuuina mai o le a malu puipuia i lalo o le Tulafono a le Ofisa o Fuainumera Faamauina 2015, ma e na o le 20 minute e faatino ai lenei vaega

May I talk to <b>(name)</b> ? E mafai ona ou talanoa ia <b>(name)</b> ?	YES, PERMISSION IS GIVEN ..... 1 NO, PERMISSION IS NOT GIVEN ..... 2	2 ⇒FL28
--	---	---------

<b>FL2.</b> Record the time.	HOURS AND MINUTES ..... __ : __	
------------------------------	---------------------------------	--

**FL3.** My name is **(your name)**. I would like to tell you a bit about myself.  
O lo'u igoa o **(your name)**. Ou te fia faailoa atu lo'u nei tagata

Could you tell me a little bit about yourself?  
E mafai ona e faamatala mai ia te a'u sina tala e uiga e ia te oe.

*When the child is comfortable, continue with the verbal consent:*

Let me tell you why I am here today. I am from Samoa Bureau of Statistics. I am part of a team trying to find out how children are learning to read and to use numbers. We are also talking to some of the children about this and asking them to do some reading and number activities. (Your mother/**Name of caretaker**) has said that you can decide if you want to help us. If you wish to help us, I will ask you some questions and give you some activities to do. I will explain each activity, and you can ask me questions any time. You do not have to do anything that you do not want to do. After we begin, if you do not want to answer a question or you do not want to continue that is alright.

Ou te sau mai i le Ofisa o Fuainumera Faamauina. O loo faatino le matou galuega e mafai ai ona iloa pe o faapefea le faitau tusi ma fuainumera o tamaiti. Ua uma ona matou faatalanoaina isi tamaiti i nei foi fesili ma o le a ou tuuina atu ma faamatala atu i a te oe lea vaega. Ua tuuina mai le faatagana i lou (Your mother/**Name of caretaker**) e te filifili ai e te fesoasoani mai ai i a'i matou i lenei suesuega.

Are you ready to get started? Ua e sauni ta te amata?	YES ..... 1 NO / NOT ASKED ..... 2	2 ⇒FL28
--	---------------------------------------	---------

- FL4.** Before you start with the reading and number activities, tick each box to show that:
- You are not alone with the child unless they are at least visible to an adult known to the child.
  - You have engaged the child in conversation and built rapport, e.g. using an Icebreaker.
  - The child is sat comfortably, able to use the **READING & NUMBERS BOOK** without difficulty while you can see which page is open.

<p><b>FL5.</b> Remember you can ask me a question at any time if there is something you do not understand. You can ask me to stop at any time.  Manatua e mafai lava ona e fesili mai i soo se taimi i se mea e te le o malamalama ai.</p>		
<p><b>FL6.</b> First we are going to talk about reading.  O le a ta talanoa muamua i le faitau tusi</p> <p>[A] Do you read books at home?  E te faitau tusi i le fale?</p> <p>[B] Does someone read to you at home?  E faitau atu e se tasi se tusi ia te oe i le fale?</p>	<p>YES NO</p> <p>READS BOOKS AT HOME..... 1 2</p> <p>READ TO AT HOME ..... 1 2</p>	
<p><b>FL7.</b> Which language do you speak most of the time at home?  O le a le gagana e masani ona e tautala ai i le fale?</p> <p><i>Probe if necessary and read the listed languages.</i></p>	<p>ENGLISH ..... 1</p> <p>SAMOAN ..... 2</p> <p>OTHER (<i>specify</i>) ..... 6</p> <p>DK ..... 8</p>	
<p><b>FL8.</b> Check CB7: In the 2019 school year, did the child attend school or any early childhood education programme?</p> <p><i>Check ED9 in the EDUCATION Module in the HOUSEHOLD QUESTIONNAIRE for child if CB7 was not asked.</i></p>	<p>YES, CB7/ED9=1 ..... 1</p> <p>NO, CB7/ED9=2 OR BLANK ..... 2</p>	1 ⇒FL9A
<p><b>FL8A.</b> Check CB4: Did the child ever attend school or any early childhood education programmes?</p> <p><i>Check ED4 in the EDUCATION Module in the HOUSEHOLD QUESTIONNAIRE for child if CB4 was not asked.</i></p>	<p>YES, CB4/ED4=1 ..... 1</p> <p>NO, CB4/ED4=2 OR BLANK ..... 2</p>	1 ⇒FL9B 2 ⇒FL9C
<p><b>FL9A.</b> What language do your teachers use most of the time when teaching you in class?  O le a le gagana e masani ona faaogaina e lou faiaoga e aoaoina ai oe i le aoga?</p> <p><b>FL9B.</b> When you were in school, what language did your teachers use most of the time when teaching you in class?  I le taimi a'o e aoga, o le a le gagana e masani lava ona faaoga e lou faiaoga e aoao ai oe i le aoga?</p> <p><i>Probe if necessary and name the listed languages.</i></p>	<p>ENGLISH ..... 1</p> <p>SAMOAN ..... 2</p> <p>OTHER (<i>specify</i>) ..... 6</p> <p>DK ..... 8</p>	1 ⇒FL10A 2 ⇒FL10A
<p><b>FL9C.</b> Check FL7: Is READING &amp; NUMBERS BOOK available in the language spoken at home?</p>	<p>YES, FL7=1, 2 ..... 1</p> <p>NO, FL7=6 OR 8 ..... 2</p>	1 ⇒FL10B 2 ⇒FL10C

<p><b>FL10A.</b> Now I am going to give you a short story to read in (<i>Language recorded in FL9A/B</i>). Would you like to start reading the story?  <i>O le a ou tuuina atu ia te oe le tala pu'upu'u e faitau mai (Language recorded in FL9A/B). E te manao e faitauina le tala pu'upu'u lea?</i></p> <p><b>FL10B.</b> Now I am going to give you a short story to read in (<i>Language recorded in FL7</i>). Would you like to start reading the story?  <i>O le a ou tuuina atu ia te oe le tala pu'upu'u e faitau mai (Language recorded in FL7). E te manao e faitauina le tala pu'upu'u lea?</i></p>	<p>YES ..... 1  NO ..... 2</p>	<p>1 ⇒FL11</p>
<p><b>FL10C.</b> I have short stories in English and Samoan. The stories are almost the same. Would you like to try one of them?  <i>O loo i ai tala pupu'u i le Gagana Faaperetania ma le Faasamoa. E tai tutusa uma ia tala pupu'u. E te mana'o e faitau se tasi o nei tala pupu'u?</i></p>	<p>ENGLISH ..... 11  SAMOAN ..... 12    DOES NOT WANT TO TRY ..... 95</p>	<p>95 ⇒FL23</p>
<p><b>FL11.</b> Check CB3: Child's age?</p>	<p>AGE 7-9 YEARS ..... 1  AGE 10-14 YEARS ..... 2</p>	<p>1 ⇒FL13</p>
<p><b>FL12.</b> Check CB7: In the 2019 school year, did the child attend school or any early childhood education programme?   Check ED9 in the EDUCATION Module in the HOUSEHOLD QUESTIONNAIRE for child if CB7 was not asked.</p>	<p>YES, CB7/ED9=1 ..... 1  NO, CB7/ED9=2 OR BLANK ..... 2</p>	<p>1 ⇒FL18B</p>
<p><b>FL13.</b> Give the child the READING &amp; NUMBERS BOOK in the language recorded for the test: Use response to FL10C if available. If not, use response to FL9A/B if available. Otherwise use response to FL7.</p> <p><i>Open the page showing the reading practice item and say:</i></p> <p>Now we are going to do some reading. <i>Point to the sentence.</i> I would like you to read this aloud. Then I may ask you a question.  <i>O le a faia le ta faitauga tusi (Tusi le lima i le fuaiupu). Ou te mana'o e te faitau leotele, ma e i ai a'u fesili o le a fesiligia ai oe.</i></p> <p><b>English:</b> <i>Sam is a boy. Sina is a girl. Sam is 5. Sina is 6.</i>  <b>Samoan:</b> <i>O Samu o le tama. O Sina o le teine. O Samu ua 5. O Sina ua 6.</i></p>		
<p><b>FL14.</b> Did the child read every word in the practice correctly?</p>	<p>YES ..... 1  NO ..... 2</p>	<p>2 ⇒FL21D</p>
<p><b>FL15.</b> Once the reading is done, ask:  How old is Sam?  <i>O le a le matua o Samu?</i></p>	<p>CORRECT  (SAM IS 5 YEARS OLD /  <i>SAMU UA 5 TASUAGA LE MATUA</i>) ..... 1  OTHER ANSWERS ..... 2  NO ANSWER AFTER 5 SECONDS ..... 3</p>	<p>1 ⇒FL17</p>

<p><b>FL16.</b> Say: Sam is 5 years old. Samu ua 5 tausaga le matua and go to FL21D.</p>		⇒FL21D
<p><b>FL17.</b> Here is another question: Who is older: Sam or Sina? O ai e matua: Samu poo Sina?</p>	<p>CORRECT (SINA IS OLDER (THAN SAM) / E MATUA SINA IA SAMU) ..... 1 OTHER ANSWERS ..... 2 NO ANSWER AFTER 5 SECONDS ..... 3</p>	1 ⇒FL18A
<p><b>FL18.</b> Say: Sina is older than Sam. Sina is 6 and Sam is 5. Sina e matua ia Samu. Sina ua 6 ma Samu ua 5. and go to FL21D.</p>		⇒FL21D
<p><b>FL18A.</b> Turn the page to reveal the reading passage. Say:  Thank you. Now I want you to try this. and go to FL19. Faafetai. Ia ou te manao ete faataitai i le isi tala pupu'u lea.</p>		⇒FL19
<p><b>FL18B.</b> Give the child the <i>READING &amp; NUMBERS BOOK</i> in the language recorded for the test: Use response to FL10C if available. If not, use response to FL9A/B if available. Otherwise use response to FL7.  Open the book on the page of the reading passage.</p>		

<p><b>FL19.</b> Here is a story. I want you to read it aloud as carefully as you can.</p> <p>O le tala lea.Ou te manao ia te oe ete faitauina le tala pu'upu'u lea ma faitau leotele ma manino.</p> <p>You will start here (<i>point to the first word on the first line</i>) and you will read line by line (<i>point to the direction for reading each line</i>). / Ta te amata i i (<i>faasino i ai le upu muamua o looi le laina muamua</i>) ma ia e faitau le laina lea sosoo atu ai ma le isi laina (<i>faasino le laina o loo aga'i i ai le faitau</i>)</p> <p>When you finish I will ask you some questions about what you have read. / A ma'ea, o le a ou fesiligia oe i ni fesili faatatau i le tala pu'upu'u sa e faitauina.</p> <p>If you come to a word you do not know, go onto the next word. / A i ai se upu e te leiloa, ona faasolo lea i le isi upu.</p> <p>Put your finger on the first word. Ready? Begin. / Tusi lou lima i le upu muamua. Ua e sauni? Faitau loa</p>	Paul	is	in	Year	two.	One	day,
	E	vasega	lua	Paulo.	I	sē	tasi
	1	2	3	4	5	6	7
	Paul	was	going	home	from	school.	He
	aso,	na	aga'i	Paulo	i	le	fale
	8	9	10	11	12	13	14
	saw	some	red	flowers	on	the	way.
	mai	le	ā'oga.	Na	ia	va'aia	ni
	15	16	17	18	19	20	21
	The	flowers	were	near	a	tomato	farm.
	fugalaau	mūmū.	Na	mana'o	Paulo	e	ave
	22	23	24	25	26	27	28
	Paul	wanted	to	get	some	flowers	for
	ni	fugalaau	mo	lona	tinā.	Na	tamo'e
	29	30	31	32	33	34	35
	his	mother.	Paul	ran	fast	across	the
	saoasaoa	Paulo	i	le	fa'atoaga	e	aumai
	36	37	38	39	40	41	42
	farm	to	get	the	flowers.	He	fell
	ni	fugalaau.	Sa	ia	paū	latalata	i
	43	44	45	46	47	48	49
down	near	a	banana	tree.	Paul	started	
le	fa'i.	Sa	vaaia	e	le	faifa'atoaga	
50	51	52	53	54	55	56	
crying.	The	farmer	saw	him	and	came.	
Paulo	ua	tagi.	ona	ia	savali	lea	
57	58	59	60	61	62	63	
He	gave	Paul	many	flowers.	Paul	was	
i	ai,	ma	avatu	ia	te	ia	
64	65	66	67	68	69	70	
very	happy.						
fugalaau	e	tele.	Sa	fiafia	Paulo.		
71	72	73	74	75	76		

<p><b>FL20.</b> Results of the child's reading.</p> <p>Incorrect or missed words (B) are those marked while reading plus the difference between the number of the last word in the story (E:72; S:76) and the last word attempted (A).</p>	LAST WORD ATTEMPTED (A)..... NUMBER ___
	TOTAL NUMBER OF WORDS INCORRECT OR MISSED (B) ..... NUMBER ___

<p><b>FL21.</b> How well did the child read the story?</p>	<p>THE CHILD READ AT LEAST ONE WORD CORRECTLY ..... 1  THE CHILD DID NOT READ ANY WORD CORRECTLY ..... 2  THE CHILD DID NOT TRY TO READ THE STORY ..... 3</p>	<p>2 ⇒ FL21D  3 ⇒ FL21D</p>
<p><b>FL21A.</b> Check FL20 (B): Did the child incorrectly read or miss (E:7, S:8) or more words?</p>	<p>YES, AT LEAST (E:7;S:8) WORDS ..... 1  NO, LESS THAN (E:7;S:8) WORDS ..... 2</p>	<p>1 ⇒ FL21D</p>
<p><b>FL21B.</b> Now I am going to ask you a few questions about what you have read.  O le a ou fesiligia oe i nai fesili e fa’atatau i le tala pupu’u sa e faitauina.</p> <p><i>If the child does not provide a response after a few seconds, repeat the question. If the child seems unable to provide an answer after repeating the question, mark ‘No response’ and say:</i>  Thank you. That is ok. We will move on.  Faafetai lava. O le a ta fa’asolo pea.</p> <p><i>Make sure the child can still see the passage and ask:</i></p> <p>[A] What class is Paul in?  O le a le vasega o loo i ai Paulo?</p> <p>[B] What did Paul see on the way home?  O le a le mea sa vaai ai Paulo ina ua aga’i i le fale?</p> <p>[C] Why did Paul start crying?  Aisea na tagi ai Paulo?</p>	<p>CORRECT  <b>(PAUL IS) IN YEAR TWO/  PAULO O LOO I LE VASEGA LUA)</b> ..... 1  INCORRECT ..... 2  NO RESPONSE / SAYS ‘I DON’T KNOW’ ..... 3</p> <p>CORRECT  <b>(HE SAW SOME FLOWERS/  NA VAAIA E PAULO IA NI FUGALAAU)</b> ..... 1  INCORRECT ..... 2  NO RESPONSE / SAYS ‘I DON’T KNOW’ ..... 3</p> <p>CORRECT  <b>(BECAUSE HE FELL/  INA UA PAŪ)</b> ..... 1  INCORRECT ..... 2  NO RESPONSE / SAYS ‘I DON’T KNOW’ ..... 3</p>	
<p>[D] Check FL21B [A-C]: Did the child answer all three questions correctly?</p>	<p>YES, ALL FL21B[A-C] =1 ..... 1  NO, AT LEAST ONE RESPONSE = 2 OR 3 ..... 2</p>	<p>2 ⇒ FL21D</p>
<p>[E] Where did Paul fall (down)?  O fea na sulu/paū ai Paulo?</p>	<p>CORRECT  <b>((PAUL FELL DOWN) NEAR A BANANA TREE/  NA PAŪ PAULO LATALATA I LE FA’I)</b> ..... 1  INCORRECT ..... 2  NO RESPONSE / SAYS ‘I DON’T KNOW’ ..... 3</p>	

<p>[F] Why was Paul happy? Aisea na toe fiafia ai Paulo?</p>	<p>CORRECT (BECAUSE THE FARMER GAVE HIM MANY FLOWERS OR BECAUSE HE HAD FLOWERS TO GIVE TO HIS MOTHER/ <b>INA UA TUUINA ATU AI E LE FAIFAATOAGA FUGALAAU E TELE / INA UA MAUA FUGALAAU E AVE MO LONA TINA</b>) ..... 1 INCORRECT.....2 NO RESPONSE / SAYS 'I DON'T KNOW' .....3</p>	
<p><b>FL21C.</b> Did the child answer all questions in FL21B correctly?</p>	<p>YES, ALL FL21B[A]-[F]=1..... 1 NO, AT LEAST ONE RESPONSE = 2 OR 3.....2</p>	<p>1 ⇒FL23</p>
<p><b>FL21D.</b> I have some other short stories in other languages. I have stories in (<i>list languages not yet attempted</i>). The stories are almost the same. Would you like to try one of them? O loo i ai tala pupu'u i isi gagana. O loo i ai le tala pupu'u i le (<i>list languages not yet attempted</i>). E te mana'o e faitau se tasi o nei tala pupu'u  <i>The child cannot pick the same language as already attempted.</i></p>	<p>ENGLISH.....11 SAMOAN.....12  DOES NOT WANT TO TRY .....95</p>	<p>95 ⇒FL23</p>
<p><b>FL21E.</b> Check CB3: Child's age?</p>	<p>AGE 7-9 YEARS .....1 AGE 10-14 YEARS .....2</p>	<p>1 ⇒FL21G</p>
<p><b>FL21F.</b> Check CB7: In the 2019 school year, did the child attend school or any early childhood education programme?  <i>Check ED9 in the EDUCATION Module in the HOUSEHOLD QUESTIONNAIRE for child if CB7 was not asked.</i></p>	<p>YES, CB7/ED9=1 .....1 NO, CB7/ED9=2 OR BLANK.....2</p>	<p>1 ⇒FL21N</p>
<p><b>FL21G.</b> Give the child the <i>READING &amp; NUMBERS BOOK</i> in the language recorded in FL21D.  <i>Open the page showing the reading practice item, point to the sentence and say: Just as before I would like you to read this aloud. Then I may ask you a question. O le a faia le ta faitauga tusi (Tusi le lima i le fuaiupu). Ou te mana'o e te faitau leotele, ma e i ai a'u fesili o le a fesiligia ai oe.  English: John is a boy. Rose is a girl. John has 2 eggs. Rose has 3 eggs. Samoan: O Ioane o le tama. O Rosa o le teine. O Ioane e 2 ana fuamoa. O Rosa e 3 ana fuamoa.</i></p>		
<p><b>FL21H.</b> Did the child read every word in the practice correctly?</p>	<p>YES..... 1 NO .....2</p>	<p>2 ⇒FL23</p>
<p><b>FL21I.</b> Once the reading is done, ask: How many eggs does John have? E fia fuamoa a Ioane o loo i ai?</p>	<p>CORRECT (JOHN HAS 2 EGGS/ <b>O IOANE E 2 ANA FUAMOA</b>) ..... 1 OTHER ANSWERS .....2 NO ANSWER AFTER 5 SECONDS..... 3</p>	<p>1 ⇒FL21K</p>

<p><b>FL21J.</b> <i>Say:</i> John has 2 eggs. Ioane e 2 ana fuamoa. <i>and go to FL23.</i></p>		⇒FL23
<p><b>FL21K.</b> Here is another question: Who has more eggs: John or Rose? O ai e tele ana fuamoa: Ioane poo Rosa?</p>	<p>CORRECT (ROSE HAS MORE EGGS (THAN JOHN)/ E TELE ATU FUAMOA A ROSA IA IOANE)..... 1 OTHER ANSWERS ..... 2 NO ANSWER AFTER 5 SECONDS..... 3</p>	1 ⇒FL21M
<p><b>FL21L.</b> <i>Say:</i> Rose has more eggs. John has 2 eggs Rose has 3 eggs. E tele atu fuamoa a Rosa. O Ioane e 2 ana fuamoa. Rosa e 3 ana fuamoa. <i>and go to FL23.</i></p>		⇒FL23
<p><b>FL21M.</b> <i>Turn the page to reveal the reading passage. Say:</i>  Thank you. Now I want you to try this. <i>and go to FL21O.</i> Faafetai. Ia ou te manao ete faataitai i le isi tala pupu'u lea.</p>		⇒FL21O
<p><b>FL21N.</b> <i>Give the child the READING &amp; NUMBERS BOOK in the language recorded in FL21D.</i>  <i>Open the book on the page of the reading passage.</i></p>		



<p><b>FL21O.</b> . Here is a story. I want you to read it aloud as carefully as you can.</p> <p>You will start here (point to the first word on the first line) and you will read line by line (point to the direction for reading each line). / <b>Ta te amata i i (faasino i ai le upu muamua o looi le laina muamua) ma ia e faitau le laina lea sosoo atu ai ma le isi laina (faasino le laina o loo aga'i i ai le faitau)</b></p> <p>When you finish I will ask you some questions about what you have read. / <b>A ma'ea, o le a ou fesiligia oe i ni fesili faatatau i le tala pu'upu'u sa e faitaaina.</b></p> <p>Put your finger on the first word. Ready? Begin. / <b>Tusi lou lima i le upu muamua. Ua e sauni? Faitau loa.</b></p>	Jane	is	seven	years	old.	One	morning,
	E	fitu	tausaga	o	Sieni.	I	le
	1	2	3	4	5	6	7
	her	grandmother	sent	her	to	the	market
	tasi	tacao,	na	tuli	o	ia	e
	8	9	10	11	12	13	14
	to	buy	some	tomatoes.	She	gave	Jane
	le	tinā	o	lona	tinā	e	faatau
	15	16	17	18	19	20	21
	some	money.	Jane	put	it	in	her
	mai	ni	tamato.	Na	tuu	e	Sieni
	22	23	24	25	26	27	28
	bag.	The	bag	had	a	big	hole.
	le	tupe	i	lana	ato	o	lo'o
	29	30	31	32	33	34	35
	On	the	way,	Jane	lost	her	money.
	i	ai	le	pu.	Na	leiloa	le
	36	37	38	39	40	41	42
	Mary	saw	the	money	and	gave	it
	tupe	a'o	alu	e	faatau.	Sa	iloa
43	44	45	46	47	48	49	
to	Jane.	She	was	happy.	Jane	thanked	
e	Maria	le	tupe	ma	ia	toe	
50	51	52	53	54	55	56	
Mary	and	walked	to	the	market.		
avatu	ia	Sieni.	Sa	fiafia	Sieni	ma	
57	58	59	60	61	62	63	
faafetai	ia	Maria.					
64	65	66	67	68	69	70	

<p><b>FL21P.</b> Results of the child's reading.</p> <p><i>Incorrect or missed words (B) are those marked while reading plus the difference between the number of the last word in the story (E:62; S:66) and the last word attempted (A).</i></p>	<p>LAST WORD ATTEMPTED (A) .....NUMBER ___</p> <p>TOTAL NUMBER OF WORDS INCORRECT OR MISSED (B).....NUMBER ___</p>	
	<p><b>FL21Q.</b> How well did the child read the story?</p> <p>THE CHILD READ AT LEAST ONE WORD CORRECTLY ..... 1</p> <p>THE CHILD DID NOT READ ANY WORD CORRECTLY ..... 2</p> <p>THE CHILD DID NOT TRY TO READ THE STORY ..... 3</p>	<p>2 ⇒FL23</p> <p>3 ⇒FL23</p>

<b>FL21R.</b> Check FL21P: Did the child incorrectly read or miss (E:6; S:7) or more words (B)?	YES, AT LEAST (E:6;S:7) WORDS ..... 1 NO, LESS THAN (E:6;S:7) WORDS ..... 2	1 ⇒FL23
<p><b>FL22.</b> Now I am going to ask you a few questions about what you have read.</p> <p><i>If the child does not provide a response after a few seconds, repeat the question. If the child seems unable to provide an answer after repeating the question, mark 'No response' and say: Thank you. That is ok. We will move on.</i></p> <p><i>Make sure the child can still see the passage and ask:</i></p> <p>[A] How old is Jane? O le a le matua o Sieni?</p> <p>[B] Who sent Jane to the shop? O ai na tulia Sieni i le faleoloa?</p> <p>[C] What was Jane asked to buy? O le a le faatau na alu Sieni e fai?</p>	CORRECT <b>(JANE IS SEVEN/ E FITU TAUSAGA O SIENI)</b> ..... 1 INCORRECT ..... 2 NO RESPONSE / SAYS 'I DON'T KNOW' ..... 3 CORRECT <b>(HER GRANDMOTHER/ O LE TINĀ O LONA TINĀ / TINĀ O LONA TAMA)</b> ..... 1 INCORRECT ..... 2 NO RESPONSE / SAYS 'I DON'T KNOW' ..... 3 CORRECT <b>(TOMATOES OR SHE WAS SENT TO BUY SOME TOMATOES TAMATO OR SA TULI E FAATAU MAI NI TAMATO)</b> ..... 1 INCORRECT ..... 2 NO RESPONSE / SAYS 'I DON'T KNOW' ..... 3	
[D] Check FL22 [A-C]: Did the child answer all three questions correctly?	YES, ALL FL22[A-C] =1 ..... 1 NO, AT LEAST ONE RESPONSE = 2 OR 3 ..... 2	2 ⇒FL23
<p>[E] How did Jane lose the money? Na faapefea ona leiloa le tupe a Sieni?</p> <p>[F] Why was Jane happy? Aisea na fiafia ai Sieni?</p>	CORRECT <b>(BECAUSE IT FELL THROUGH THE HOLE IN THE BAG OR BECAUSE THE BAG HAD A HOLE/ NA PAU I LE PU O LANA ATO OR NA PAU ONA O LE PU O LANA ATO )</b> ..... 1 INCORRECT ..... 2 NO RESPONSE / SAYS 'I DON'T KNOW' ..... 3 CORRECT <b>(BECAUSE MARY GAVE HER THE MONEY/ INA UA TUUINA ATU AI E MARY LE TUPE)</b> ..... 1 INCORRECT ..... 2 NO RESPONSE / SAYS 'I DON'T KNOW' ..... 3	

<p><b>FL23.</b> Turn the page in the <i>READING &amp; NUMBERS BOOK</i> so the child is looking at the list of numbers. Make sure the child is looking at this page.</p> <p>Now here are some numbers. I want you to point to each number and tell me what the number is.  <i>O fuainumera ia. Ou te manao e faasino lou lima i le fuainumera ma ta'u mai ia te a'u poo le a lea fuainumera</i></p> <p>Point to the first number and say:</p> <p>Start here.  <i>Amata i i</i></p> <p>If the child stops on a number for a while, tell the child what the number is, mark the number as 'No Attempt', point to the next number and say:</p> <p>What is this number?  <i>O le a le fuainumera lea?</i></p> <p><b>STOP RULE</b>  If the child does not attempt to read 2 consecutive numbers, say:</p> <p>Thank you. That is ok.</p>	<p><b>9</b>  CORRECT ..... 1  INCORRECT ..... 2  NO ATTEMPT ..... 3</p> <p><b>12</b>  CORRECT ..... 1  INCORRECT ..... 2  NO ATTEMPT ..... 3</p> <p><b>30</b>  CORRECT ..... 1  INCORRECT ..... 2  NO ATTEMPT ..... 3</p> <p><b>48</b>  CORRECT ..... 1  INCORRECT ..... 2  NO ATTEMPT ..... 3</p> <p><b>74</b>  CORRECT ..... 1  INCORRECT ..... 2  NO ATTEMPT ..... 3</p> <p><b>731</b>  CORRECT ..... 1  INCORRECT ..... 2  NO ATTEMPT ..... 3</p>	
<p><b>FL23A.</b> Check FL23: Did the child correctly identify two of the first three numbers (9, 12 and 30)?</p>	<p>YES, AT LEAST TWO CORRECT ..... 1  NO, AT LEAST 2 INCORRECT OR WITH NO ATTEMPT ..... 2</p>	<p>2 ⇒ FL28</p>
<p><b>FL24.</b> Turn the page so the child is looking at the first pair of numbers. Make sure the child is looking at this page. Say:</p> <p>Look at these numbers. Tell me which one is bigger.  <i>Vaai mai i fuainumera nei. Ta'u mai poo le a le fuainumera e sili atu.</i></p> <p>Record the child's answer before turning the page in the book and repeating the question for the next pair of numbers.</p> <p>If the child does not provide a response after a few seconds, repeat the question. If the child seems unable to provide an answer after repeating the question, record '3', no attempt, for the appropriate pair of numbers, turn the booklet page and show the child the next pair of numbers.</p> <p>If the child does not attempt 2 consecutive pairs, record '3', no attempt, for remaining pairs and say:</p> <p>Thank you. That is ok. We will go to the next activity.</p>	<p><b>7 &amp; 5</b>  CORRECT (7) ..... 1  INCORRECT ..... 2  NO ATTEMPT ..... 3</p> <p><b>11 &amp; 24</b>  CORRECT (24) ..... 1  INCORRECT ..... 2  NO ATTEMPT ..... 3</p> <p><b>58 &amp; 49</b>  CORRECT (58) ..... 1  INCORRECT ..... 2  NO ATTEMPT ..... 3</p> <p><b>65 &amp; 67</b>  CORRECT (67) ..... 1  INCORRECT ..... 2  NO ATTEMPT ..... 3</p> <p><b>146 &amp; 154</b>  CORRECT (154) ..... 1  INCORRECT ..... 2  NO ATTEMPT ..... 3</p>	

<p><b>FL25.</b> Give the child a pencil and paper. Turn the page so the child is looking at the first addition. Make sure the child is looking at this page. Say:</p> <p>Look at this sum. How much is (<i>number plus number</i>)? Tell me the answer. You can use the pencil and paper if it helps you.</p> <p>Vaai mai i le faaopoopoga lea. E fia le tali pe a faaopopo le (<i>number plus number</i>)? E mafai ona e faaaogaina le peni ma le pepa e fai ai lau faaopopo.</p> <p>Record the child's answer before turning the page in the book and repeating the question for the next sum.</p> <p>If the child does not provide a response after a few seconds, repeat the question. If the child seems unable to provide an answer after repeating the question, record '3', no attempt, for the appropriate sum, turn the booklet page and show the child the next addition.</p> <p>If the child does not attempt 2 consecutive sums, record '3', no attempt, for remaining sums and say:</p> <p>Thank you. That is ok. We will go to the next activity.</p>	<p><b>3 + 2</b> CORRECT (5) ..... 1 INCORRECT ..... 2 NO ATTEMPT ..... 3</p> <p><b>8 + 6</b> CORRECT (14) ..... 1 INCORRECT ..... 2 NO ATTEMPT ..... 3</p> <p><b>7 + 3</b> CORRECT (10) ..... 1 INCORRECT ..... 2 NO ATTEMPT ..... 3</p> <p><b>13 + 6</b> CORRECT (19) ..... 1 INCORRECT ..... 2 NO ATTEMPT ..... 3</p> <p><b>12 + 24</b> CORRECT (36) ..... 1 INCORRECT ..... 2 NO ATTEMPT ..... 3</p>	
<p><b>FL26.</b> Turn the page to the practice sheet for missing numbers. Say: Susu'e le itulau mo fuainumera o loo misi ma faitau:</p> <p>Here are some numbers. 1, 2 and 4. What number goes here? / O fuainumera nei 1, 2, ma le 4. O le a le numera e tu'u i le va o le 2 ma le 4?</p>	<p>CORRECT (3) ..... 1 INCORRECT ..... 2 NO ATTEMPT ..... 3</p>	<p>2 ⇒FL26B 3 ⇒FL26B</p>
<p><b>FL26A.</b> That's correct, 3. Let's do another one. Sa'o lelei, o le 3. O le a ta faasolo atu i le isi fuainumera.</p>		<p>⇒FL26C</p>
<p><b>FL26B.</b> Do not explain the child how to get the correct answer. Just say:</p> <p>The number 3 goes here. Say the numbers with me. (Point to each number) 1, 2, 3, 4. 3 goes here. Let's do another one. O le numera 3 e tuu i i. Ia ta faitauina faatasi fuainumera ia. (Faasino i le fuainumera) 1, 2, 3, 4. O le 3 le fuainumera o loo misi i i. O le a ta faasolo atu i le isi fuainumera.</p>		
<p><b>FL26C.</b> Here are some more numbers. 5, 10, 15 and _____. What number goes here? O fuainumera nei 5, 10, 15 ma le _____. O le a le numera e tu'u i le avanoa/vase lea?</p>	<p>CORRECT (20) ..... 1 INCORRECT ..... 2 NO ATTEMPT ..... 3</p>	<p>2 ⇒FL26E 3 ⇒FL26E</p>
<p><b>FL26D.</b> That's correct, 20. / Sa'o lelei, o le 20</p>		<p>⇒FL27</p>

<p><b>FL26E.</b> The number 20 goes here. Say the numbers with me. <i>(Point to each number)</i> 5, 10, 15, 20. 20 goes here. O le numera 20 e tuu i le vase lea. Ta'u le fuainumera o loo ou faitauina. <i>(Faasino i le fuainumera)</i> 5, 10, 15, 20, o le 20 le fuainumera o loo misi i i. Ou te mana'o la ete faia le ta galuega.</p>		
<p><b>FL26F.</b> Check FL26 and FL26C: Did the child answer at least one question correctly?</p>	<p>YES, AT LEAST ONE CORRECT ..... 1 NO, BOTH INCORRECT OR WITH NO ATTEMPT ..... 2</p>	<p>2 ⇒FL28</p>
<p><b>FL26G.</b> Now I want you to try this on your own. Ou te mana'o e te faitauina mai fuainumera nei.</p>		
<p><b>FL27.</b> Here are some more numbers. Tell me what number goes here <i>(pointing to the missing number)</i>. O fuainumera nei. Ta'u mai ia te a'u poo a numera o loo misia tu i i <i>(faasino i le numera o loo misi)</i></p> <p><i>Record the child's answer before turning the page in the book and repeating the question.</i></p> <p><i>If the child does not provide a response after a few seconds, repeat the question. If the child seems unable to provide an answer after repeating the question, record '3', no attempt, for the appropriate question, turn the booklet page and show the child the next question.</i></p> <p><i>If the child does not attempt 2 consecutive questions, record '3', no attempt, for remaining questions and say:</i></p> <p>Thank you. That is ok.</p>	<p><b>5-6-7-?</b> CORRECT (8) ..... 1 INCORRECT ..... 2 NO ATTEMPT ..... 3</p> <p><b>14-15-?-17</b> CORRECT (16) ..... 1 INCORRECT ..... 2 NO ATTEMPT ..... 3</p> <p><b>20-?-40-50</b> CORRECT (30) ..... 1 INCORRECT ..... 2 NO ATTEMPT ..... 3</p> <p><b>2-4-6-?</b> CORRECT (8) ..... 1 INCORRECT ..... 2 NO ATTEMPT ..... 3</p> <p><b>5-8-11-?</b> CORRECT (14) ..... 1 INCORRECT ..... 2 NO ATTEMPT ..... 3</p>	

<p><b>FL28.</b> Result of interview with child.</p> <p><i>Discuss any result not completed with Supervisor.</i></p>	<p>COMPLETED ..... 01 NOT AT HOME ..... 02 MOTHER / CARETAKER REFUSED..... 03 CHILD REFUSED ..... 04 PARTLY COMPLETED ..... 05 INCAPACITATED ..... 06 OTHER <i>(specify)</i> ..... 96</p>	
---	---	--

<b>FS11. Record the time.</b>	HOURS AND MINUTES..... ____ : ____	
<b>FS12. Language of the Questionnaire.</b>	ENGLISH ..... 1 SAMOAN ..... 2	
<b>FS13. Language of the Interview.</b>	ENGLISH ..... 1 SAMOAN ..... 2  OTHER LANGUAGE (specify) ..... 6	
<b>FS14. Native language of the Respondent.</b>	ENGLISH ..... 1 SAMOAN ..... 2 CHINESE..... 3  OTHER LANGUAGE (specify) ..... 6	
<b>FS15. Was a translator used for any parts of this questionnaire?</b>	YES, THE ENTIRE QUESTIONNAIRE..... 1 YES, PARTS OF THE QUESTIONNAIRE ..... 2 NO, NOT USED ..... 3	

**FS16. Thank the respondent and the child for her/his cooperation.**

*Proceed to complete the result in FS17 in the 5-17 CHILD INFORMATION PANEL and then go to the HOUSEHOLD QUESTIONNAIRE and complete HH56.*

*Make arrangements for the administration of the remaining questionnaire(s) in this household.*

**INTERVIEWER'S OBSERVATIONS**

**SUPERVISOR'S OBSERVATIONS**