

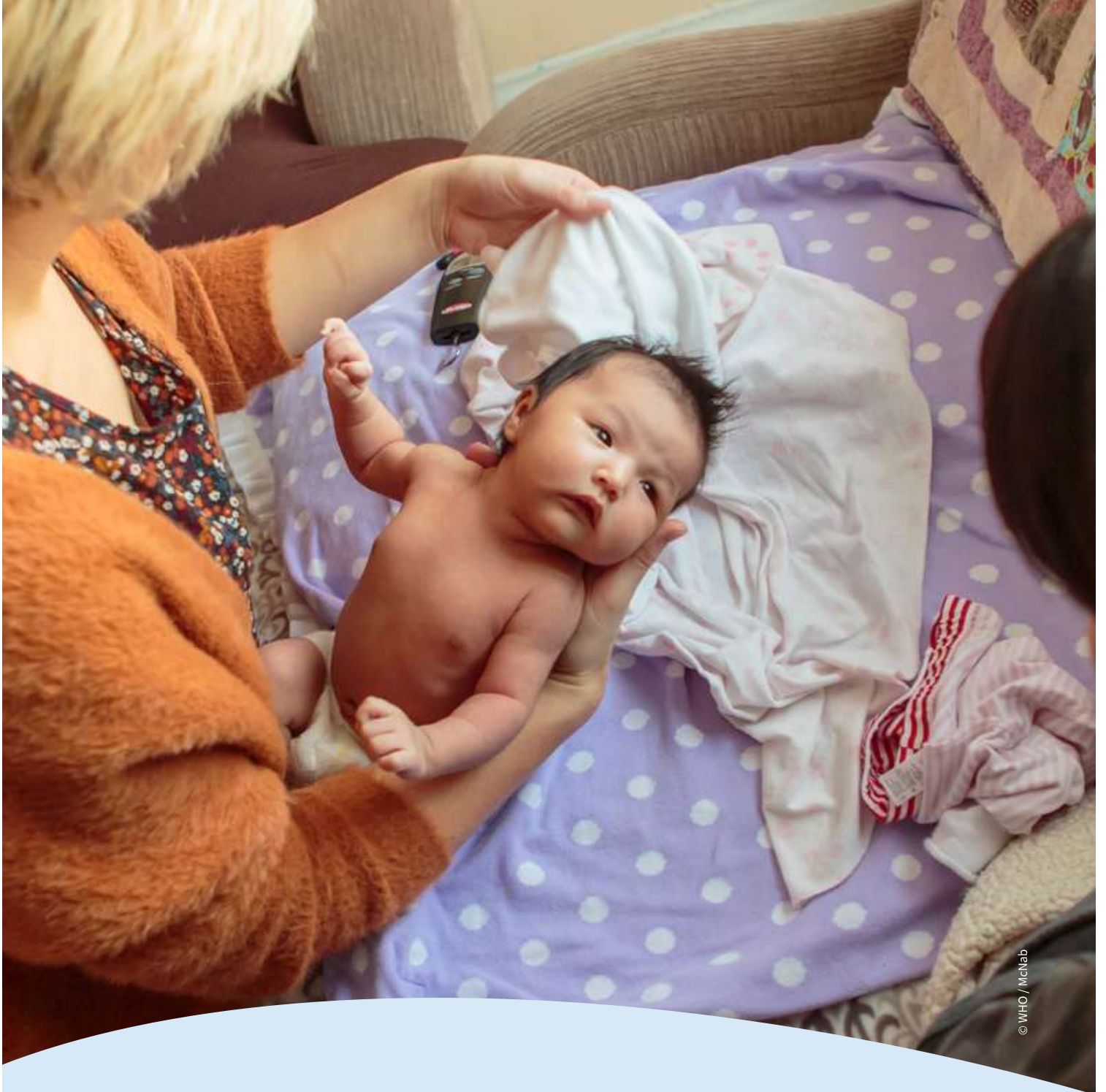
**Global Scales for  
Early Development v1.0**

# **Long Form (directly administered)**

Item guide



World Health  
Organization



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“ The GSED package v1.0 includes open-access measures that provide a standardized method for measuring the development of children up to 36 months of age across diverse cultures and contexts.”

A1

0&lt;3 m

**Moves body in reaction to caregiver****INCIDENTAL OBSERVATION.**

Encourage caregiver to play with child while child is lying on back.



- Score YES** if child moves his/her body in response to being played with by caregiver.
- Score NO** if child does NOT move body in response to interaction with the caregiver in any way.

A2

**Moves body, kicking legs and moving arms equally on his/her own****INCIDENTAL OBSERVATION.**

Child moves both arms and legs freely and symmetrically, with good tone and strength, when lying on back.



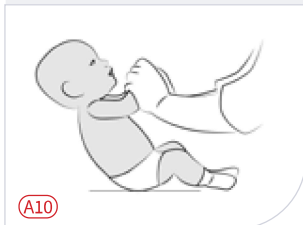
- Score YES** if child moves body, kicks legs and moves arms freely and symmetrically, meaning that the child is moving both sides of the body, not just 1 side.
- Score NO** if child does NOT move both arms and legs or body freely and symmetrically, with good tone and strength, or if child moves 1 side of the body much less than the other.

A3

3&lt;6 m

**Pulls to sit - no head lag**

Put the child on his/her back on a flat surface. Hold the child by both arms and pull the child up to a sitting position (see picture). Ask the caregiver to keep a hand near the back of the head, but not touching it, in case the child's head lags. If the head lags from early on, stop.



- Score YES** if child's head comes up with the body and does not lag or fall behind while the body is being pulled up.
- Score NO** if child's head lags (does not come up with the body).

A4

**Lifts head in prone 45 degrees (2X)****CAN ATTEMPT TWICE.**

Place a cloth on the floor. Reassure the caregiver that he/she will be placing the child on the tummy for a very short time only. Place the child on the tummy on a flat surface with the arms out in front of him/her. Stand or sit in front and call to child, or shake an interesting object in front of the child.



- Score YES** if child lifts head so that face makes 45-degree angle with the surface for at least 5 seconds (lifting the head but not fully). Note that the child does not have to look at you - will likely be looking at the cloth.
- Score NO** if child does NOT lift head or lifts for less than a few seconds.

**A5****Lifts head, shoulders, chest when prone (2X)****CAN ATTEMPT TWICE.**

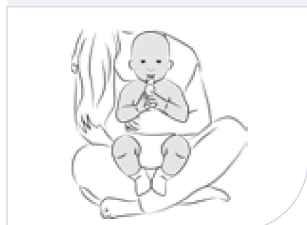
Place a cloth on the floor. Reassure the caregiver that the child will be placed on the tummy for a very short time only. Put the child on his/her tummy on a flat surface. May observe whether the child does this 2 times.

- Score YES** if child lifts HEAD and CHEST off the surface using arms for support so that he/she is looking ahead or even upwards.
- Score NO** if child does NOT lift head as well as chest off the surface and does not look forward.

**A6****Puts hands together in front of face**

While the child is lying on his/her back, the child is likely to spontaneously bring his/her hands together in front of the face or chest. The caregiver should not cradle the child during this item.

- Score YES** if child EITHER brings his/her hands in front of the face or chest and looks at them, OR brings hands to eyes or mouth spontaneously.
- Score NO** if child does NOT look at or play with hands or does not seem to recognize hands.

**A7****Carries object to mouth to explore (2X)****CAN ATTEMPT TWICE. USE SPOON or RATTLE.**

With child lying down on back or sitting in caregiver's lap with support, observe the child's exploratory behaviour with objects. If you do not observe such behaviour, try placing the object in the child's hand and observe whether he/she explores it by putting it in the mouth.

- Score YES** if child purposely carries the object to his/her mouth to explore it by mouthing it.
- Score NO** if child does NOT purposely bring the object to his/her mouth to explore it, or if child does bring it to the mouth, it is only by accident and not in any way for exploring the object.

**A8****Reaches for an object (2X)****CAN ATTEMPT TWICE. USE PLASTIC SPOON (with smooth edges).**

With child lying down on back or sitting in caregiver's lap with support, hold spoon in front of child. Can hold spoon there for up to 30 seconds (use a stopwatch or count to 30, e.g. 1 one thousand, 2 one thousand, 3 one thousand...).

- Score YES** if child looks at and reaches for the spoon in a well-coordinated way. Child does not have to grasp spoon.
- Score NO** if child does NOT reach for the spoon.

## A9

## Grasps hold of large object (2X)



**CAN ATTEMPT TWICE.** USE HANDLE OF SPOON or HANDLE OF RATTLE.

With child lying down on back or sitting in caregiver's lap for support, offer the child the object (with handle facing the child), but keep it a few inches away from the child's hand. See if the child reaches for and GRASPS the handle of the object and holds it for a short time.



A8.12.16

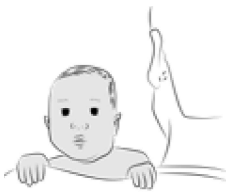
- Score YES** if child can grasp the object in his/her hand without letting it fall for at least 2 seconds.
- Score NO** if child does NOT actually grasp the object in his/her hand, or if the child does not hold on to it for even a few seconds, and it falls out of the child's hand.

## A10

## Balances head while supported



Ask the caregiver to hold the child up against his/her shoulder or hold the child sitting on the lap.



A3

- Score YES** if child holds head upright and steady with no bobbing motion for at least 5 seconds.
- Score NO** if child's head bobs or child does NOT hold head up for at least 5 seconds.

## A11

## Sits supported (with help) (2X)



**CAN ATTEMPT TWICE.**

Place the child in a sitting position with child's back leaning against the caregiver's legs for at least 30 seconds (USE TIMER OR COUNT).



A14.15.18

- Score YES** if child is able to hold him-/herself upright when sitting with support on the caregiver's legs. The child may lean back on his/her caregiver when sitting, but the child is able to hold his/her upper body upright without falling over (for at least 30 seconds).
- Score NO** if child is NOT able to hold his/her upper body upright for at least 30 seconds. Even when leaning on something, he/she falls over.

## A12

## Resists object being taken away (2X)



**CAN ATTEMPT TWICE.** USE A PLASTIC SPOON.

With child lying down on back or sitting in caregiver's lap with support, give the spoon handle to the child and make sure that the child is holding (grasping) on to it. Now try to pull the spoon away from the child and see if the child resists.

- Score YES** if child resists you pulling the spoon away.
- Score NO** if child does NOT resist you pulling the spoon away.

A8.9.16

**A13****Sees a small object (2X)**

**CAN ATTEMPT TWICE.** USE SMALL SAFE FOOD ITEM (e.g. RICE PUFF/RAISIN/CHEERIO). THIS CAN BE CHOSEN BY TEAM AS TO WHAT IS SAFE, HYGIENIC AND NOT A CHOKING HAZARD.

When the child is sitting on caregiver's lap, place a small object, such as a rice puff, in your hand and show it to the child.

- Score YES** if child notices item by pointing, looking at it, or if child wants to touch it or pick it up. The child does not have to pick it up – he/she can just look at it.
- Score NO** if child has no interest in the object. (Make sure item is taken away quickly from the child so he/she does not put it in the mouth.)

**A14****Sits momentarily (on his/her own)**

**CAN ATTEMPT TWICE.**

Place the child in a sitting position in-between or against the side of the caregiver's legs, and then ask the caregiver to move back or away a little bit.

- Score YES** if child sits alone momentarily (for at least 2 - 3 seconds) without support or when you remove support.
- Score NO** if child needs help to sit and canNOT sit on his/her own for even 2 - 3 seconds.

**A15****Sits without help (short time) (2X)**

**CAN ATTEMPT TWICE. TIMED.**

Put the child in the sitting position on a flat surface. See if the child is able to sit for a short time (at least 10 seconds) unsupported, with a straight back and good neck control.

- Score YES** if child is able to sit unsupported for at least 10 seconds.
- Score NO** if child is NOT able to sit unsupported for 10 seconds and falls over as soon as left on his/her own.

**A16**

6&lt;9 m

**Picks object from ground (2X)**

**CAN ATTEMPT TWICE.** USE SPOON, RATTLE, BLOCK or other toy.

Child sits on caregiver's lap or on the floor. Place object slightly out of reach of child on the ground or table (or other surface).

- Score YES** if child reaches out and picks up/takes the object off the ground or table (or other surface).
- Score NO** if child does NOT reach out and pick up the object off the ground or table (or other surface).

**A17****Rolls from back to stomach (2X)**

A20

**CAN ATTEMPT TWICE.** USE RATTLE OR ANOTHER INTERESTING OBJECT.

Place child on his/her back and shake the object on 1 side of the child but outside of his/her reach.

- Score YES** if child moves from back to stomach by rolling to the right or to the left.
- Score NO** if child does NOT move from back to stomach by rolling to the right or to the left.

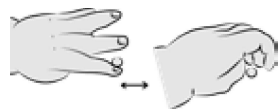
**A18****Sits by self well (2X)**

A11.14.15

**CAN ATTEMPT TWICE. TIMED.**

Put the child in a sitting position on the floor or another flat surface.

- Score YES** if child can be left sitting and maintains balance in this position by him-/herself for a long period of time (more than 30 seconds) with a straight back and good neck control.
- Score NO** if child canNOT be left sitting and cannot maintain his/her own balance in this position for more than 30 seconds.

**A19****Rakes (grasps with 3 or 4 fingers) a small object (2X)**

A13.27

**CAN ATTEMPT TWICE.** USE SMALL, SAFE FOOD ITEM (e.g. RICE PUFF/RAISIN/CHEERIO). THIS CAN BE CHOSEN BY TEAM AS TO WHAT IS SAFE, HYGIENIC AND NOT A CHOKING HAZARD.

With the child sitting on the caregiver's lap so that his/her elbows are level with the surface used (or the flat palm of your hand) drop a rice puff directly in front of the child within easy reach either on the table top or in the flat palm of your hand. If necessary, you may point to or touch the object to attract the child's attention.

- Score YES** if child picks up the object using a raking (clawing) motion with 3 or 4 fingers to get the item in the palm of his/her hand. Make sure the object does not merely stick to the child's hand but was actually picked up. This item is also YES if the child passes the Thumb-Finger Grasp (A27).
- Score NO** if child does NOT pick up the object using raking or thumb-finger grasp. Make sure the object is removed quickly from the child so he/she does not put it in the mouth.

## A20

## Turns on floor (2X)



A17

**CAN ATTEMPT TWICE. USE AN INTERESTING OBJECT (BALL OR CUP)**

and put it out of reach of the child (at least 1 metre [3 feet] away). Place the child on his/her tummy and see if the child attempts to shift the body while lying on the tummy to reach the object.

- Score YES** if child is able to shift his/her body around and pivot to try to reach for the object. This may be by shifting him-/herself around on the tummy using the arms to pivot. The child can pivot in any way he/she is able.
- Score NO** if child is NOT able to shift the body around to attempt to get the object when lying on the tummy.

## A21

## Moves from lying to sitting



A22.25.29

**INCIDENTAL OBSERVATION.**

May use a ball or object of interest to encourage the child to get up to get the object.

- Score YES** if you see child move from lying to sitting position pushing up with hands.
- Score NO** if child is NOT able to move from lying to sitting position on his/her own.

## A22

## Stands with support (2X)



A21.25.29

**CAN ATTEMPT TWICE. TIMED.**

Place child in standing position while holding onto person or object with his/her hands.

- Score YES** if child can maintain balance and take his/her full weight on his/her feet while holding onto a piece of furniture (e.g. table or chair) or a person with his/her hands for 10 seconds or more. The child must be upright, not leaning over onto the piece of furniture.
- Score NO** if child canNOT maintain balance while holding onto a piece of furniture (e.g. table or chair) or a person for at least 10 seconds or if the child is very wobbly or has to lean over onto the person or piece of furniture to support his/her weight.

## A23

9&lt;12 m

## Reaches for a second object (2X)

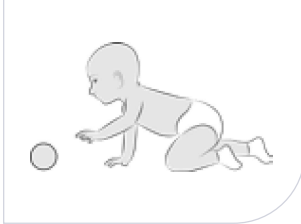


A26

**CAN ATTEMPT TWICE. USE BLOCKS.**

Place the child in sitting position in caregiver's lap. When the child is holding 1 BLOCK, offer him another 1 either in the palm of your hand or on a table top. Allow him/her time to pick it up; then, whether or not the child succeeds in securing it, offer a third BLOCK.

- Score YES** if child attempts to reach for another object when he/she already has 1 in the hand. Also score YES if child reaches for the second [or third] BLOCK, even though he/she does not succeed in attaining it.
- Score NO** if child does NOT attempt to reach for another object when he/she already has 1 in the hand.

**A24****Crawls (2X)**

**CAN ATTEMPT TWICE.** USE AN INTERESTING OBJECT (BALL OR CUP) and put it out of reach of the child (at least 1 metre [3 feet] away) to see if the child attempts to move towards it to reach it.

- Score YES** if child is able to move along the floor in any direction either on his/her hands and knees OR on his/her hands and bottom. The child must move for 3 continuous “steps” (i.e. movement of the arms OR legs).
- Score NO** if child is NOT able to move along the floor on his/her hands and knees OR on his/her hands and bottom OR child is able to move for less than 3 steps OR if the child’s belly is on the ground while he/she is moving, pulling/kicking him-/herself forward on his/her belly.

**A25****Pulls up to standing position (2X)**

(A21.22.29)

**CAN ATTEMPT TWICE.**

Place child in sitting position next to chair. You may place object of interest, e.g. a ball, on seat of chair to encourage child to stand. (Furniture may be a chair, stool, large step [stoop] or caregiver’s knee in sitting position). Height of furniture should be at child’s tummy/chest level. Caregiver must not help.

- Score YES** if child grasps hold of furniture and pulls him-/herself up to a standing position. The child does not need to stay there for any length of time and may fall back down quickly.
- Score NO** if child canNOT pull him-/herself up to standing position.

**A26****Shifts object from 1 hand to the other (2X)**

(A23)

**CAN ATTEMPT TWICE. CAN BE OBSERVED INCIDENTALLY. USE BLOCKS.**

Give the child a block, and then try to give him/her another to the same hand. This item can be scored incidentally if the child is seen to do this with any object during the form administration.

- Score YES** if child passes the first block to the other hand so that he/she can take the second one.
- Score NO** if child does NOT pass 1 block to the other hand.

**A27****Picks up small object between thumb and finger (2X)**

(A13.19)

**CAN ATTEMPT TWICE. USE SMALL, SAFE FOOD ITEM (e.g. RICE PUFF/RAISIN/CHEERIO). THIS CAN BE CHOSEN BY TEAM AS TO WHAT IS SAFE, HYGIENIC AND NOT A CHOKING HAZARD.**

Child is sitting with his/her elbows level with the surface (table or other surface, or your hand). Place a rice puff directly in front of the child either in your hand or on the table or other surface within easy reach. If necessary, you may point to or touch the object to attract the child’s attention.

- Score YES** if child picks up the item by bringing together any part of the thumb and 1 or several fingers.
- Score NO** if child does NOT pick up object OR picks up object in some other manner without using just the thumb and 1 or several fingers (e.g. raking [using palm of hand and fingers], scooping, etc.).

**A28****12<15 mo****Walks when 1 hand held (2X)**

A31.32.33.34.36

**CAN ATTEMPT TWICE.**

Stand child up, holding 1 hand. Take a step and encourage child to walk.

- Score YES** if child takes a few steps forward, has good control of the lower limbs and only uses your hand for balance.
- Score NO** if child canNOT take any steps forward holding your hand. Score NO also if child needs to be held by 2 hands.

**A29****Stands alone for 5 seconds or more if put in standing position (2X)**

A21.22.25

**CAN ATTEMPT TWICE. CAN BE OBSERVED INCIDENTALLY.**

If not observed, put the child in a standing position. Remove any supports from around the child (including your hands if you are holding the child). Use a timer or count (1 one thousand, 2 one thousand, 3 one thousand, four one thousand, etc.).

- Score YES** if child is able to support his/her full weight on both feet for 5 seconds or more.
- Score NO** if child only stands when holding onto a person or an object OR if child stands briefly (but for less than 5 seconds) alone, but canNOT balance and immediately falls.

**A30****Plays “give-and-take” (3X)****CAN ATTEMPT 3 TIMES. USE BALL.**

See if child understands a “give-and-take” game with a ball. You or caregiver offer child the ball which child takes and then asks child for ball back by putting hand out.

Can also be administered by you or caregiver sitting across from child and pushing the ball to child, to then note if child pushes ball back to you or caregiver.

This item assesses how much the child understands about having a give-and-take interaction with you or caregiver.

- Score YES** if child deliberately gives the ball back by releasing it onto your hand or the hand of the caregiver, OR pushes the ball back at least 2 out of 3 times.
- Score NO** if child does NOT purposely give back, release or push back the ball to you, for example, if the child just drops the ball onto the floor but does not purposefully show that he/she is giving it back to you or caregiver. Also score NO if child only does this 1 time out of 3 attempts.

**A31****Takes few steps alone (2X)****CAN ATTEMPT TWICE. CAN BE OBSERVED INCIDENTALLY.**

If the child is freely walking, you do not need to follow the administration procedure and may score incidental observation.



A28.32.33.34.36

If the child is not walking freely, stand the child on the floor and hold his/her hands so that the arms are extended in front at shoulder height. Encourage the child to walk towards you. If the child walks a few steps with help, slowly release your grasp on the child's hands according to his/her ability to walk unsupported

- Score YES** if child takes 3 OR MORE steps without support, even if the gait is stiff-legged and wobbly.
- Score NO** if child does NOT manage to take 3 or MORE steps alone.

**A32****Walks****INCIDENTAL OBSERVATION or you CAN DEMONSTRATE and ELICIT.**

A28.31.33.34.36

- Score YES** if child walks at least 5 steps.
- Score NO** if child takes 4 OR FEWER steps

**A33****15<18 m****Runs (basic), may fall over (2X)****CAN ATTEMPT TWICE. CAN BE OBSERVED INCIDENTALLY. USE BALL.**

Roll the ball across the floor and encourage the child to run to get the ball.



A28.31.32.34.36

- Score YES** if child runs in any way; often this may be with an uneven gait.
- Score NO** if child is NOT able to run in any way.

**A34****18<21 m****Stoops and recovers (2X)****CAN ATTEMPT TWICE. USE OBJECT OF INTEREST (BALL works well).**

Place object on floor in front of where child is standing or roll the ball across the floor.



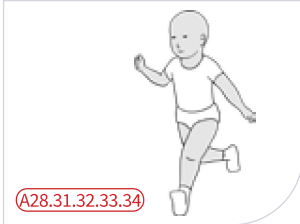
A28.31.32.33.36

- Score YES** if child is able to squat down or bend over and pick up the object/ball and return to a standing position without holding onto things or sitting down.
- Score NO** if child does NOT squat down or bend over to pick up the object/ball and return to standing position holding it.

**A35****21<24 m****Releases ball purposefully (2X)****CAN DEMONSTRATE ONCE AND HAVE CHILD ATTEMPT TWICE. USE BALL.**

Put the ball in child's hands and encourage child to throw it to you. Child needs to be standing when doing this.

- Score YES** if child throws the ball OVERHAND in a purposeful way and it goes in more-or-less the right direction, not just releases the ball so that it drops.
- Score NO** if child just drops ball in front of him/her OR child flings it, and it goes over the head backwards.

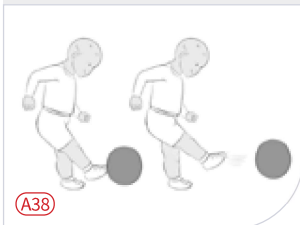
**A36****24<27 m****Runs well (2X)**

A28.31.32.33.34

**CAN ATTEMPT TWICE. USE BALL.**

Roll the ball across the floor and encourage the child to run to get the ball.

- Score YES** if child runs with good coordination, with 1 foot in front of the other (not side-by-side).
- Score NO** if child canNOT run with good coordination.

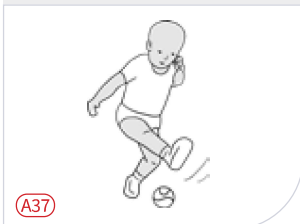
**A37****27<33 m****Kicks a ball from stationary position (2X)**

A38

**CAN DEMONSTRATE ONCE TO CHILD AND HAVE CHILD ATTEMPT TWICE. USE BALL.**

With child standing still, place ball a few inches in front of child's feet.

- Score YES** if child can kick the ball even a short distance (minimum 20 cm [8 inches]) while standing and DOES not fall over while trying to do this.
- Score NO** if child canNOT kick the ball and make the ball move forward.

**A38****30<33 m****Runs and kicks a ball well (2X)**

A37

**CAN DEMONSTRATE TWICE AND HAVE THE CHILD ATTEMPT TWICE. USE BALL.**

Child is able to run and kick a ball 1 metre (3 feet) or more. Show child how to run up and kick a ball. Then, place the ball 2 metres (7 feet) in front of child and say "Now, you do it. Kick the ball like I did".

- Score YES** if child can run up to the ball and kick it without stopping running, or if the child only pauses briefly to kick the ball.
- Score NO** if child can kick the ball only after he/she stops running and has to re-balance him-/herself before kicking the ball.

**A39****33<36 m****Kneels and then stands, without using hands (2X)****CAN DEMONSTRATE TWICE AND HAVE CHILD ATTEMPT TWICE.**

Child is able to get down onto his/her knees (with both knees on the floor) staying in an upright position and then get up without using hands. Can be demonstrated by you, caregiver or another child.

- Score YES** if child is able to stand up without using his/her hands.
- Score NO** if child canNOT stand up without using hands to push off from the floor.

(A47)

**A40****Hops forward on 1 foot 3 steps (2X)****CAN DEMONSTRATE TWICE AND HAVE CHILD ATTEMPT TWICE.**

Hop forward on 1 foot for 3 steps. Say, "Now, you do it".



(A45.48)

- Score YES** if child makes 3 OR MORE consecutive hops forward with the same leg raised throughout.
- Score NO** if child hops in place less than 3 times or only hops forward once or twice.

**A41****Jumps with both feet together (2X)****CAN DEMONSTRATE TWICE AND HAVE CHILD ATTEMPT TWICE.**

Jump with both feet together and then say, "Now you do it. Jump like I did".



(A42)

- Score YES** if child jumps unsupported with both feet together, with both feet leaving the ground at the same time.
- Score NO** if child canNOT jump with both feet leaving the ground.

**A42****Jumps over a piece of paper (widthways) (2X)****DEMONSTRATE ONCE AND HAVE THE CHILD ATTEMPT TWICE. USE A PIECE OF A4 PAPER (21 X 30 CM).** [Could use letter-size paper, 8-1/2 x 11 inches.]

Put a piece of paper horizontally (landscape orientation) on the ground. Jump with both feet together over the narrowest part of the paper, landing with both feet together. Then say, "Now you do it".




(A41)


- Score YES** if child jumps over paper with both feet coming off the ground together.
- Score NO** if child can only jump up, but not over, the paper, or if the child canNOT jump at all.

**A43**

**Walks along line heel-to-toe (2X)**



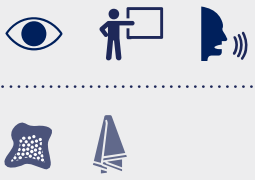
**CAN DEMONSTRATE TWICE AND HAVE CHILD ATTEMPT TWICE. USE LINE DRAWN IN DIRT OR WITH CHALK APPROXIMATELY 2 METRES (7 feet) IN LENGTH.**  
 Show child how to walk heel-to-toe with arms out to side, drawing child's attention to placement of feet on the line. Front toe of 1 foot should be near to heel of other foot on the line. Say, "Now you do it".



- Score YES** if child walks along line heel-to-toe, arms out, for length of line.
- Score NO** if child can only walk on the line for a few steps and not for the whole length of the line.

**A44**

**Throws beanbag onto a cloth (3X)**




**CAN DEMONSTRATE TWICE AND HAVE THE CHILD ATTEMPT 3 TIMES. USE SMALL BEANBAG AND CLOTH.**  
 Use metre- (or yard-) long string to measure distance between cloth and child. Stand with the child 1 metre (3 feet) away from cloth. Demonstrate throwing the beanbag on the cloth. Give the beanbag to the child and say, "Now you do it".


- Score YES** if child throws the beanbag ANYWHERE on to the cloth in at least 1 out of 3 attempts.
- Score NO** if child canNOT throw the beanbag on to the cloth at least 1 out of 3 attempts.

**A45**

**Stands on 1 foot ≤ 5 seconds (2X)**



**DEMONSTRATE ONCE AND HAVE THE CHILD ATTEMPT TWICE. TIMED.**  
 Stand on 1 foot with the other leg bent behind you. Then say, "Now you do it".




(A40.48)

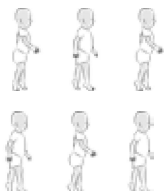
- Score YES** if child lifts foot behind and stays balanced on the other foot for 1 TO 5 SECONDS. It doesn't matter which foot is lifted.
- Score NO** if child canNOT lift 1 of his/her feet off the ground and stay balanced for at least 1 second.

**A46**

**Walks on tiptoes 6 or more steps (2X)**



**CAN DEMONSTRATE TWICE AND HAVE THE CHILD ATTEMPT TWICE.**  
 Walk on tiptoes at least 6 steps. After demonstrating, say, "Now you do it". See if the child can copy you.



- Score YES** if child is able to balance on tiptoes and walk at least 6 steps keeping up on the toes well with good balance.
- Score NO** if child canNOT walk on tiptoes any steps at all, or if the child canNOT walk at least 6 steps.

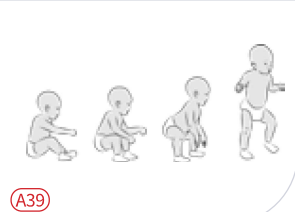
**A47**

**Moves from sitting to standing without using hands**

Child is able to move from a sitting to a standing position without using his/her hands. While the child is sitting, ask him/her to come to get a ball or toy from you. While the child is getting up, observe if he/she gets up with or without using the hands. You can say to the child, "See if you can get up without using your hands to push you up".

**Score YES** if child is able to get up from sitting without using his/her hands.

**Score NO** if child is NOT able to get up from sitting without using his/her hands.



(A39)


**A48**

**Stands on 1 foot > 5 seconds (2X)**

**DEMONSTRATE ONCE AND HAVE THE CHILD ATTEMPT TWICE. TIMED.**  
Stand on 1 foot with other leg bent behind you. Then say, "Now, you do it".

**Score YES** if child lifts foot by bending his/her knee and maintains a good balance on his/her other foot for 6 SECONDS OR MORE. It doesn't matter which foot is lifted.

**Score NO** if child can stand on 1 foot for less than 6 seconds or not at all.



(A40.45)


**A49**

**Throws ball up into the air and catches it (3X)**

**CAN DEMONSTRATE ONCE AND HAVE THE CHILD ATTEMPT 3 TIMES. USE BALL.**  
Child can throw the ball up and catch it with both hands together. Say, "Can you throw a ball up in the air and catch it with both hands?".

**Score YES** if child can throw the ball up in the air and catch it with both hands at least 1 out of 3 attempts.

**Score NO** if child canNOT throw the ball up or does NOT catch it any of the times it is thrown.



**B 1**

0&lt;3 m

**Makes sounds or vocalizes (2X)**

B8.11

**CAN ATTEMPT TWICE. CAN BE OBSERVED INCIDENTALLY.**

Listen and note if child makes vocal (or cooing) sounds such as “uh”, “eh” or “a, a, a” that are not crying but are expressing happiness or some kind of communication. IF NOT OBSERVED, ask caregiver to play or talk with child to try to elicit vocalizations.

- Score YES** if child makes sounds as described or is already using more advanced language, such as babbling or saying words.
- Score NO** if child does NOT make these (or any more advanced) types of sounds.

**B 2****Reacts when spoken to (2X)**

B6.7

**CAN ATTEMPT TWICE.**

Observe if the child reacts to a person's voice. If you do not notice this during testing, stand beside the child so the child can see you but is not looking at you. Make some noise or say something to the child in a normal manner.

- Score YES** if child noticeably reacts by: increasing or decreasing movement; turning head; showing surprise or changing expressions; moving eyes or making noises.
- Score NO** if child does NOT react in any way when spoken to.

**B 3**

3&lt;6 m

**Smiles in response (2X)**

B4

**CAN ATTEMPT TWICE. CAN BE OBSERVED INCIDENTALLY.**

Observe how the child reacts to attention, such as making noises, laughing or smiling. If you do not observe this behaviour, ask caregiver to elicit the behaviour. Examples to suggest include: caregiver can caress the child while quietly singing to or speaking to the child; cuddling the child while talking to him/her; changing sound of the voice (loudness, tone or types of noises made).

- Score YES** if child smiles in reaction to the caregiver's attention at any time during the form administration.
- Score NO** if child does NOT ever smile in reaction to the caregiver.

**B 4****Laughs (2X)**

B3

**CAN ATTEMPT TWICE. CAN BE OBSERVED INCIDENTALLY.**

Observe whether the child laughs during testing. If you do not observe child laughing, ask caregiver to make the child laugh. Examples to suggest include: caregiver can caress child while quietly singing or speaking to child; cuddling child while talking to child; changing sound of voice (loudness, tone or types of noises made).

- Score YES** if child laughs in some way.
- Score NO** if child does NOT laugh.

**B5****Calms and quiets with caregiver****INCIDENTAL OBSERVATION.**

If child cries or fusses during test, observe if child stops crying or quiets easily when caregiver attends to child.

- Score YES** if child calms in response to caregiver, OR child does not cry or fuss during administration of the test.
- Score NO** if child does NOT calm easily in response to caregiver and continues to be distressed even after the caregiver tries to calm the child for up to 5 minutes.

**B6**

6&lt;9 m

**Vocalizes when spoken to**

Lie the child down on the floor or have the child in caregiver's arms. See if the child vocalizes (coos, squeals or makes some other noise) when you or caregiver speaks to child. If you don't observe child vocalizing when spoken to, ask caregiver to try to elicit the behaviour.

Examples to suggest include: caregiver can caress child while quietly singing or speaking to child; cuddle child while talking to child; change sound of voice (loudness, tone or types of noises made).

- Score YES** if child vocalizes (e.g. coos, squeals or makes some other noise) in response to you or caregiver speaking to him/her. If child is already babbling, saying words or sentences, this item would be scored as YES.
- Score NO** if child does NOT vocalize, or only cries or whines in response to speaker.

B2.7

**B7****Turns to voice (2X)****CAN ATTEMPT TWICE.**

While the child is facing the caregiver, approach the child from behind to within 15 - 30 cm (6 - 12 inches) of either ear. Place your hand between your mouth and the child so that the child does not respond to feeling your breath. Say to the child any of the following sounds: "ah"; "oo"; "sh"; "sss"; "mmm"; or "ee". OBSERVE if the child responds. Repeat with the other ear.

- Score YES** if child turns to the direction of your voice on both sides.
- Score NO** if child does NOT turn to the direction of your voice on both sides.

B2.6

**B8**

9&lt;12 m

**Babbles while playing**

Give a toy to child or listen for child to make unintelligible "conversation" to him-/herself while playing or interacting, using inflection and pauses. (This is "jibberish" in which child is saying sounds one after the other, but they do not make sense.)

- Score YES** if child "jabbers" in this way. If child already says words or sentences, this item would be counted as YES.
- Score NO** if child does NOT make noises that sound like conversation or is only making single or short noises.

B1.11

**B9**

12&lt;15 m

**Repeats syllables**

B13.15

**INCIDENTAL OBSERVATION.**

- Score YES** if child continuously makes sounds that consist of both a consonant and a vowel, such as “ba”, “da”, “pa” or “ma”. If child is already babbling, saying words or sentences, this item would also be counted as YES.
- Score NO** if child does NOT make any sounds at all (other than crying/fussing) or makes sounds that are vowels only, e.g. making cooing sounds such as “ee” or “oo” without a consonant.

**B10****Uses gestures to communicate****INCIDENTAL OBSERVATION.**

Observe the child's efforts to communicate with you or the caregiver using gestures, for example, reaches out, pulls away, shrugs shoulders, points, waves bye-bye or turns away in evident gestures of communication.

- Score YES** if child is observed to make such gestures to indicate his/her wants.
- Score NO** if child does NOT use any gestures to communicate.

**B11****Uses 2 - 4 syllable babble**

B1.8

**INCIDENTAL OBSERVATION.**

Listen to whether child is able to make sounds that are almost like words, such as “dada”, “baba”, “papa”. This should not be just copied.

- Score YES** if child makes sounds that are of at least 2 syllables, such as “dada”, “baba” or “mama”. The sounds need to be clear or distinct, not just vocalizations, but do not need to be meaningful. If the child is already saying words, or putting words together or making sentences, then this would count as YES.
- Score NO** If child makes sounds that are not of at least 2 syllables, for example if child only makes sounds such as “ye” or “eeh” or similar sounds.

**B12**

15&lt;18 m

**Responds to verbal request (2X)**

B14.16.25

**CAN ATTEMPT TWICE. USE CUP OR BALL.**

Observe if child can perform an act in response to a spoken request from you. (You may need to ask caregiver to suggest something child has learned.) Ask the question to child (without pointing), “Where is the cup?”, or “Where is the ball?” or “Where is mummy?”.

- Score YES** if child looks at the cup, ball or mummy, or if child points to the cup, ball or mummy.
- Score NO** if child does NOT look or point at any of these objects in response to a request. If you cannot elicit a response, ask caregiver to try, but make sure he/she uses words only and does not point (or look) at the objects.

**B 13****Uses 1 definite word**

B9.15

**INCIDENTAL OBSERVATION.**

Listen to see if child uses any words.

- Score YES** if child uses 1 definite and meaningful word. The child might not pronounce the word correctly, but uses the word/sound consistently to refer to the same thing (e.g. if child says [insert appropriate sound here, such as “oof oof” every time he/she sees a dog] this will count as a word, OR if child says “Mama” every time he/she sees the mother OR if the child says “ball” every time he/she sees a ball).
- Score NO** if child does NOT use any meaningful words/sounds for objects or people.

**B 14****Understands when being cautioned (2X)**

B12.16.25

**CAN ATTEMPT TWICE. USE BALL OR TOY THAT THE CHILD ENJOYS/LIKES.**

Either you or caregiver can do this with child. Place an object in front of child. As child reaches for object, either you or caregiver can say, “No, don't touch that” or “No,.....” using the name of the child. [Exact wording to be specified by country team]. Do this in a calm but stern voice.

- Score YES** if child stops or pauses reaching in response.
- Score NO** if child does NOT stop or pause reaching in response.

**B 15****Imitates simple words (2X)**

B9.13

**CAN ATTEMPT TWICE.**

In a playful way, you or caregiver should say multiple words to the child, such as “Mama”, “Dada” or “Baby”, or ask the child some questions. You can observe or do this item when doing other items with the child.

- Score YES** if child makes any recognizable imitation of any word, even if it consists of vowels only. This can be a recognizable combination of sounds or a word. The child may use words such as “yeah”, “boo”, “ooh”.
- Score NO** if child does NOT make any attempt to imitate your or caregiver's words.

**B 16****Follows simple commands (1 step) (2X)**

B12.14.25

**CAN ATTEMPT TWICE. USE CUP.**

Give the CUP to child and let him/her play with it for about 10 seconds. Say, “Show me or give me the cup”. DO NOT GESTURE IN ANY WAY OR HOLD OUT YOUR HAND.

- Score YES** if child completes action.
- Score NO** if child canNOT follow the command.

**B 17**

18&lt;21 m

**Points to 2 pictures**

B23.24

**USE TABLET.**

Place tablet on the table, directly in front of child. Swipe screen to first set of pictures. Ask child to identify the pictures by saying, "Show me...", or "Point to..." or "Put your finger on" the child/chicken, etc. If child does not attempt to identify 1 of the training item pictures, you may point to 2 pictures and name them for the child. Then administer up to 12 test items, depending on how the child is getting on.

**Score YES** if child correctly identifies 2 or MORE pictures you name.

**Score NO** if child does NOT correctly identify at least 2 pictures you name.

**B 18****Identifies 2 objects you name (2X)**

B19.20.21.22

**CAN ATTEMPT TWICE.** USE 10 OBJECTS: CUP, SPOON, BALL, WATER BOTTLE, CRAYON/PENCIL, CLOTH, SHOE, COMB, PLATE, CAR.

Lay out the 10 objects in a line in front of child. Say to child, "Show me the cup", and see if child will point to or touch the cup. Repeat with other objects, continuing until child has identified 2 objects or you have asked about all 10 objects.

**Score YES** if child can point to or touch 2 or more of the objects you name.

**Score NO** if child canNOT identify at least 2 objects.

**B 19****Identifies 5 objects you name (2X)**

B18.20.21.22

**CAN ATTEMPT TWICE (with each object).** USE 10 OBJECTS: CUP, SPOON, BALL, WATER BOTTLE, CRAYON/PENCIL, SHOE, CLOTH, COMB, PLATE, CAR.

Lay out the 10 objects (all at once) in a line in front of child. Say to child, "Show me the cup", or "Point to the cup", and see if child can point to or show you the cup. Repeat with other objects, continuing until child has identified at least 5 objects or you have asked about all 10 objects.

**Score YES** if child can identify at least 5 of the objects you name.

**Score NO** if child canNOT identify at least 5 of the objects.

**B 20**

21&lt;24 m

**Identifies 1 item of clothing**

Say, "Where's your/my/caregiver's \_\_\_?", or "Can you point to your/my/caregiver's \_\_\_?". You may ask about: a) shoes; b) shirt; c) pants; d) scarf; e) skirt. [Can use any of these or another item can be substituted for your local context.]

**Score YES** if child correctly looks at, touches or points to 1 or more items of clothing.

**Score NO** if child does NOT look at, touch or point to any item of clothing.

B18.19.21.22

**B 21****Identifies 3 items of clothing**

Say, “Where is your/my/caregiver’s \_\_\_?” or “Can you point to your/my/caregiver’s \_\_\_?”  
You may ask about: a) shoes; b) shirt; c) pants; d) scarf; e) skirt. [Can use any of these or another item can be substituted for your local context].

- Score YES** if child correctly looks at, touches or points to AT LEAST 3 or more pieces of clothing.
- Score NO** if child does NOT look at, touch or point to AT LEAST 3 pieces of clothing.

B18.19.20.22

**B 22****Points to 1 or more body parts (2X)****CAN ATTEMPT TWICE.**

Ask the child, “Where is your nose?”, “Where are your eyes?”, “Show me your ears?”, “Where is your mouth?”. (Ask all four questions.)



B18.19.20.21

- Score YES** if child knows 1 or more body parts.
- Score NO** if child does NOT know any body parts.

**B 23**

24&lt;27 m

**Points at 5 pictures in book****USE TABLET.**

Show tablet with pictures to child. Swipe screen for first set of pictures. Direct child's attention to the pictures. Ask child to point to the pictures of the ball and cup. If child does not attempt to identify 1 of the training item pictures, you may point to the pictures while naming them. Then administer the 12 test items. You may ask the child to identify the pictures by saying, “Show me...”, or “Point to...” or “Put your finger on...”.

- Score YES** if child correctly identifies at least 5 pictures you name.
- Score NO** if child canNOT correctly identify at least 5 pictures you name.

B17.24

**B 24****Shows Interest in story****USE TABLET WITH STORY IN IT.**

Say, “Let's read a story”. Position yourself so that you are sitting beside the child. Begin reading by saying, “Listen...”, then read 3 pages of the story and see if child pays attention/ listens to you while you read the story.

- Score YES** if child is interested and listens to most of or the entire story. Signs of interest might include: child moving less or looking at the pictures; listening to you; pointing at pictures; or talking to you about the pictures as you read.
- Score NO** if child does NOT show interest in the story or pictures or is only interested for a short time (less than 30 seconds).

B17.23

**B 25****Follows 2-step commands (2X)**

B12.14.16

**CAN ATTEMPT TWICE. USE SPOON AND BLOCK.**

Child is able to follow a command where he/she has to understand the command and then do a succession of 2 things. Place the block and spoon on the mat or table. Say, "Get the block, and give it to your caregiver [OR OTHER PERSON]". Say the instruction all at once rather than in 2 parts. CAN SAY THE INSTRUCTION TWICE BUT NOT WHILE CHILD IS PERFORMING THE ACTIVITY. Do not indicate how to complete the action by pointing, looking or gesturing.

- Score YES** if child completes action.
- Score NO** if child does NOT complete the action or only completes part of it.

**B 26****Says sentences with 2 words together**

B28.31.32.35

**INCIDENTAL OBSERVATION.**

Listen for the child to combine at least 2 words to make a meaningful phrase.

- Score YES** if child combines together at least 2 or more words, for example, "play ball", "want drink", "see that", "go bye-bye". If child is saying longer sentences, e.g. 3-word sentences or even longer understandable sentences, then mark this item also as YES.
- Score NO** if child only uses SINGLE word or two words together that convey one idea, i.e. "thank you", "peek-a-boo", "bye-bye", "uh-oh" or similar combinations [which can be chosen for the local setting].

**B 27****Names 4 pictures**

B29

**USE TABLET WITH 20 PICTURES.**

Show 4 pictures, 1 screen at a time. Show to child one-by-one and ask, "What is this?"

- Score YES** if child names any 4 pictures. Stop when child reaches 4.
- Score NO** if child fails to name any of 6 pictures in succession.

**B 28**

27&lt;30 m

**Uses 5 clear words**

B26.31.32.35

**INCIDENTAL OBSERVATION.**

Listen out for words that child says and write down the words. Words must be used consistently (e.g. for same object), appropriately and clearly enough to be understood.

- Score YES** if child says at least 5 words consistently and appropriately. Words must approximate the word in the language, but do not need to be exact. If child says many words or is saying short sentences or more than this, this will also score YES.
- Score NO** if child does not say at least 5 words but says only sounds, no words, or only up to 4 words.

**B 29****Matches pictures**

B27

**USE TABLET WITH PICTURES TO MATCH.**

With the tablet in front of child, point to the cup at the top of the screen and say, "This is a cup". Brush or swing your hand over the screen. Indicate the pictures at the bottom of the screen to child and say, "Point to another cup down here". If child does not show you the cup, point to the cup at the bottom of the screen and say, "This is another cup; it looks just like this one. Look, here is another cup". Swipe to the next screen and continue to use the same instructions but do not give child further help if he/she gives a wrong response. Should child point to more than 1 item on the screen, say, "Which one?". If child continues to indicate more than 1 item, mark the response as NO.

- Score YES** if child looks at, touches or points to the correct matching picture for 3 or more items.
- Score NO** if child correctly matches 0 - 2 items.

**B 30**

30&lt;33 m

**Names 5 objects (2X)**

B36

**CAN ATTEMPT TWICE.** USE 10 OBJECTS (CUP, SPOON, BALL, WATER BOTTLE, CRAYON/ PENCIL, CLOTH, SHOE, COMB, PLATE, CAR).

Lay out the 10 objects (all at once) in a line in front of child. Say to the child, "What is this?" as you point to each object. Repeat with other objects, continuing until child has named 5 objects or you have asked about all 10 objects.

- Score YES** if child can say/NAME at least 5 items. It does not matter which objects the child names.
- Score NO** if child canNOT NAME at least 5 items.

**B 31****Uses multiple-word utterances**

B26.28.32.35

**INCIDENTAL OBSERVATION.**

During testing, record any of child's sentences that contain at least 3 words. Common examples include, "Daddy go home", "Give me toy", "Do it again", "I want that" and "Me get ball". [Examples can be provided for the local setting.]

- Score YES** if child uses at least 2 multiple-word utterances.
- Score NO** if child uses only 1 multiple-word utterance, or if child uses none or if the child only uses short 2-word utterances such as, "Daddy go" or "Give me". [Examples can be adapted.]

**B 32****Speaks clearly in sentences****INCIDENTAL OBSERVATION.**

Child's speech is fully understandable.

- Score YES** if child uses 1 or more sentences to describe or explain something which is completely understandable to you or the caregiver.
- Score NO** if child canNOT use a full sentence to describe or explain something or if it is not completely understandable to you or the caregiver.

B26.28.31.35

**B 33**

33&lt;36 m

**Knows actions or functions of 3 or more objects**

USE 10 OBJECTS (CUP, SPOON, BALL, WATER BOTTLE, CRAYON/PENCIL, CLOTH, SHOE, COMB, PLATE, CAR) OR PICTURES.

Ask, "Which one is for drinking?", "Which one is for eating?", "Which one is for throwing?", "Which one is for writing?", "Which one is for doing your hair?". DO NOT LOOK AT OR GESTURE TOWARDS THE OBJECTS WHEN ASKING THEIR ACTION/FUNCTION. ASK ALL 5 QUESTIONS. (MAY ASK THE CHILD EACH ONE OF THESE UP TO TWICE BEFORE MOVING ON TO NEXT ITEM.)

- Score YES** if child can point to 3 or more objects correctly.
- Score NO** if child canNOT point to at least 3 objects correctly.

B39

**B 34****Points to parts of whole objects**

USE TABLET WITH PICTURE OF A CAR WITH A DOOR AND WHEELS, DOG WITH A NOSE AND TAIL.

Open the tablet and put it directly in front of the child. Ask the child to identify the parts of the following objects by saying, "Show me", or "Point to \_\_\_": a) door of the car; b) nose of the dog; c) tail of the dog; d) wheels of the car.

- Score YES** if child correctly identifies (points to, touches) at least 3 of the parts of the objects you name.
- Score NO** if child only correctly identifies 2 or fewer of the named objects, or if the child identifies the entire picture rather than the named part.

**B 35****Says first name (2X)****CAN ATTEMPT TWICE.**

Ask the child, "What is your name?". Do NOT administer this item by using the child's name, e.g., "Is your name John?".

- Score YES** if child can say his/her first name. If child's first name is a nickname or family name that child is used to being called, this will count as the first name.
- Score NO** if child canNOT say his/her first name.

B26.28.31.32

**B 36****Names 10 objects (2X)**

B30

**CAN ATTEMPT TWICE.** USE 10 OBJECTS (CUP, SPOON, BALL, WATER BOTTLE, CRAYON/ PENCIL, CLOTH, SHOE, COMB, PLATE, CAR).

Lay out the 10 objects in a line in front of child. Say to child, "What is this?" as you point to the object.

- Score YES** if child can NAME ALL 10 items.
- Score NO** if child canNOT NAME ALL 10 items.

**B 37****Understands "more" (2X)**

PICTURES

**CAN ATTEMPT TWICE.** USE TABLET WITH PICTURES.

Place the tablet directly in front of the child. Swipe screen to stimulus picture (e.g. a child with 2 bananas and a child with 5 bananas). Say, "Who has more [bananas]?". Swipe to next screen showing children with balls (1 with 1 ball, 1 with 4 balls). Say, "Who has more balls?". Swipe to next screen showing children with bottles of water (1 with 3 bottles, 1 with 6 bottles). Say, "Who has more water?". Swipe to next screen showing children with blocks (1 with 4 blocks, 1 with 1). Say, "Who has more blocks?".

- Score YES** if child correctly identifies (points to, touches) 4 pictures.
- Score NO** if child correctly identifies 0 - 3 pictures.

**B 38****Identifies 2 or more colours (2X)**

COLOURS

**CAN ATTEMPT TWICE.** USE TABLET WITH PICTURE OF 6 COLOURED CUPS [or other objects].

Put tablet directly in front of child. Say, "Look at these cups. Where is \_\_\_?", or "Show me \_\_\_". Repeat for: a) red; b) green; c) yellow; d) blue; e) black; f) white.

- Score YES** if child correctly shows, touches or points to 2 OR MORE of the 6 colours named.
- Score NO** if child can only correctly identify, point to or touch 1 or NO colours.

B40.47

**B 39****Knows use of objects (2X)**

OBJECTS

**CAN ATTEMPT TWICE.** USE TABLET WITH 5 PICTURES OF OBJECTS.

Ask child the following questions, one at a time: "What do you do with a cup?", "What is a chair used for?", "What is a pencil used for?", "What do you do with a book?", "What do you do with a car?".

- Score YES** if child correctly answers the use of 3 of the 5 items. To answer correctly, action words such as "drink", "sit" or "write" must be included in the answers.
- Score NO** if child uses unconventional words such as "pour" for cup or "climb on" for chair. Answers such as "milk" for cup or "table" for chair are also NOT correct.

B33

**B 40****Names at least 2 colours (2X)**

B38.47

**CAN ATTEMPT TWICE.** USE TABLET WITH PICTURE OF 6 COLORED CUPS (OR OTHER OBJECTS): a) red; b) green; c) yellow; d) blue; e) black; f) white.

Place tablet directly in front of the child. Gesture to the picture and ask the child to name the colours. If the child does not respond, you can say, “What colour is this?”, or “Tell me the colour of this cup”.

- Score YES** if child correctly names 2 OR MORE colours.
- Score NO** if child names 1 or NO colours

**B 41****Identifies 5 action pictures**

B49

USE TABLET WITH 10 ACTION PICTURES.

Ask child to identify the actions in the pictures. Elicit the child's response by saying, “Show me...” or “Point to...”. EXAMPLES: a) crying; b) playing; c) sleeping; d) eating; e) drinking; f) reading; g) washing; h) running. Continue until child has identified 5 actions or you have asked about all 10 action pictures.

- Score YES** if child correctly identifies (points to, touches, clearly looks at) 5 of the pictures.
- Score NO** if child canNOT correctly identify at least 5 of the pictures.

**B 42****Identifies at least 2 shapes (2X)**

**CAN ATTEMPT TWICE. DO NOT TELL THE CHILD THE ANSWERS WHEN ATTEMPTING THIS.** USE TABLET WITH PICTURE OF 3 SHAPES.

Point to each one by one and then ask (in different order than positioned on the screen) “Show me the circle”, “Show me the triangle”, “Show me the square”.

- Score YES** if child can indicate or point to the correct shape for at least 2 out of 3 requests.
- Score NO** if child can only indicate 1 or none of the shapes correctly.

**B 43****Talks easily about daily events****INCIDENTAL OBSERVATION.**

Does child talk easily about events which happened to him/her? Ask the child “What’s been happening at home?”, or “How are things... tell me about your house?”. [Example can be varied by setting.]

- Score YES** if child is able to talk easily in sentences about events that have happened.
- Score NO** if child does not talk easily about events.

**B 44****Describes picture (2X)****CAN ATTEMPT TWICE. USE TABLET WITH PICTURE.**

Show the picture to child and say, “Tell me a story about this picture”. If you need to, and you are not getting much reaction from the child, you could add, “Tell me more about this” or “And how about this - what do you think?”.

- Score YES** if child uses 2 or more sentences of 4 or more words while describing the pictures.
- Score NO** if child uses 1 or NO sentences of 4 or more words during testing.

**B 45****Gives logical response to a question (2X)****CAN ATTEMPT TWICE.**

Say, “Tell me, what do you do if you are hungry?”. You may prompt child and/or model a response for this PRACTICE item only. Examples: a) “What do you do if you are sleepy?”; b) “What do you do if your hands are dirty?”; c) “What do you do if you are cold?”.

- Score YES** if child gives logical answers to 2 OR MORE questions (e.g. “Go to bed”, “Go to sleep”, “Take a nap”, “Get my blanket”, “Wash them”, “Clean up”, “Use some soap”, “Get a jacket”, “You put a jacket on”, “Put pants/socks/long sleeves on”).
- Score NO** if child gives logical answers to fewer than 2 questions OR gives answers that are not logical (e.g. answers “Wakes up” if asked “What do you do if you are sleepy?”; or answers “Go to bed” when asked “What do you do if your hands are dirty?”).

**B 46**

33&lt;36 m

**Categorizes things**

Ask child, “Tell me some things that you eat”. Each food must be distinct (e.g. child CANNOT receive credit for saying “fruit” and “mango”). Then say, “Good. Now tell me some animals that you know...”. Each animal must be distinct.

Can prompt once within each category (e.g. after asking, “Tell me some things that you eat”. You can prompt once by saying, “Can you tell me some more foods?”, or after asking “Tell me some animals you know”. Can prompt once by saying “Can you tell me some more animals?”). [If neither of these categories work for the setting, discuss with the GSED team about changing the type of categories.]

- Score YES** if child is able to tell you 3 or more foods OR animals or BOTH 3 or more foods and 3 or more animals.
- Score NO** if child names fewer than 3 in each category (foods or animals).

**B 47****Matches 3 colours (2X)**

COLOURS

(B38.40)

**DEMONSTRATE AND HAVE CHILD ATTEMPT TWICE.** USE TABLET WITH PICTURE OF 6 COLOURED CUPS, AND PROVIDE CUT-OUT SHAPES OF THE SAME 6 COLOURED CUPS: a) red; b) green; c) yellow; d) blue; e) black; f) white.

Place the picture of the tablet directly in front of the child, and then place the cut-out coloured cup next to you. Demonstrate first with the red cup. Place the red cup in front of the child. Pointing to the red cut-out cup and then to the red cup on the tablet, say, “Red, they are both red”. Move the red cut-out cup towards the child and say, “Put this red cup here (point to the red cup on the tablet)”. If the child appears to be puzzled about the placement of the red cup, repeat the demonstration and instructions; then allow the child time to respond. Now remove the red cut-out cup and place the green cut-out cup in front of the child. Point to the tablet, and say, “Where does this go?” Allow the child time to respond. Regardless of how the child is doing, remove the green cut-out cup and repeat the procedure, using the yellow cut-out cup, then the blue cut-out cup, then the black cut-out cup, and finish with the white cut-out cup.

- Score YES** if child places at least 3 of the coloured cut-out cups near to the ones on the tablet.
- Score NO** if child canNOT match at least 3 cut-out cups with the ones on the tablet.

**B 48****Understands adjective “faster” (2X)**

PICTURES

**CAN ATTEMPT TWICE.** USE TABLET WITH PICTURE OF CAR NEXT TO BICYCLE.

ASK or say, “Which goes faster, a car or a bicycle?”

[THIS MAY DEPEND ON CONTEXT, so other examples could be, “Which goes faster, a snail or a millipede?” or “Which goes faster, a tortoise or a goat?”.]

- Score YES** if child responds correctly, e.g. if child responds “car” [or other example].
- Score NO** if child does NOT answer correctly.

**B49****Names actions (5)**

B41

USE TABLET WITH 10 ACTION PICTURES (1 PER SCREEN) these could include a child eating, a child playing ball, a person sleeping, a person running, a person cooking, etc. Place tablet directly in front of child. Direct child's attention to the pictures. Say, "What's happening?"; or "What's he (or she) doing?".  
 EXAMPLES: a) crying; b) playing; c) sleeping; d) eating; e) drinking; f) reading; g) washing; h) running. **Ask about all 10 action pictures.**

- Score YES** if child correctly names the action in 5 OR MORE pictures. The child does not need to say the "-ing" ending equivalent.
- Score NO** if child is NOT able to say the action in at least 5 of the pictures.

**B50****Taps with 2 blocks**

LAMINATED SHEET B50

B51.52

USE 9 BLOCKS AND B50 LAMINATED SHEET.

1. SET UP. Position the B50 LAMINATED SHEET in front of child with the numbers 1 through 8 so the green blocks are facing child. Place 2 blocks in the bracketed areas labelled 1 and 2, as shown in green in the picture. Note that the blocks are real objects, and the spaces in which to place them are on the B50 LAMINATED SHEET.

2. SAMPLE TRIAL A (NOT SCORED). Say, "Let's tap some blocks. Watch me". With a third block, tap the block corresponding to NUMBER 1 on the B50 LAMINATED SHEET.

After tapping, place the tapping block on child's side of the B50 LAMINATED SHEET and say, "Now you tap the block just like I did". If child responds correctly (taps block 1) skip to steps 4 and 5. If child does not respond or responds incorrectly, continue to step 3.

3. SAMPLE TRIAL B (NOT SCORED). Say, "Watch me again". Tap block NUMBER 1 again. Then hand the tapping block to the child and gently guide his/her hand to tap the block while saying, "Now you tap the same block I tapped". Regardless of how child performs, say, "Let's try another one".
4. TRIAL A. Tap block NUMBER 2. Hand block to child. Say, "Now you tap the same block I tapped".
5. TRIAL B. Tap block NUMBER 1. Hand block to child. Say, "Now you tap the same block I tapped".

- Score YES** if child taps block 2 or block 1 correctly.
- Score NO** if child does NOT tap a block correctly. GO TO B51.

**B51****Taps with 4 blocks**

LAMINATED SHEET B51

B50.52

USE 9 BLOCKS AND B51 LAMINATED SHEET.

1. SET UP. Position the B51 LAMINATED SHEET in front of child with the numbers 1 through 8 so the green blocks are facing the child. Place 4 blocks in the bracketed areas labelled 1 - 4, as shown in green in the picture. Note that the blocks are real objects, and the spaces in which to place them are on the B51 LAMINATED SHEET.
2. SAMPLE TRIAL A (NOT SCORED). Say, "I'm going to tap some more blocks. Watch me". Using the fifth block, tap the blocks corresponding to NUMBERS 1 AND 4 on the B51 LAMINATED SHEET. Tap each block once at the rate of 1 block per second.

When you finish tapping, place the tapping block on the child's side of the B51 LAMINATED SHEET and say, "Now you tap the blocks just like I did". If child responds correctly (taps blocks 1 and then 4), skip to steps 4 and 5. If child does not respond or responds incorrectly continue to step 3.

3. SAMPLE TRIAL B (NOT SCORED). Say, "Watch me again". Tap blocks 1 and 4 again. Then hand the tapping block to the child and gently guide his/her hand to tap the blocks while saying, "Now you tap the same blocks I tapped". Regardless of how child performs, say, "Let's try another one".
4. TRIAL A. Tap block 4 and then tap block 3. Hand block to child. Say, "Now you tap the same blocks I tapped".
5. TRIAL B. Tap block 2 and then tap block 1. Hand block to child. Say, "Now you tap the same blocks I tapped".

**Score YES** if child taps at least 1 sequence of blocks correctly (e.g. 4 - 3 OR 2 - 1 or both 4 - 3, 2 - 1).

**Score NO** if child does NOT tap sequence of blocks correctly. GO TO B52.

**B 52****Taps with 8 blocks**

LAMINATED SHEET B52

B50.51

USE 9 BLOCKS AND THE B52 LAMINATED SHEET B52.

1. SET UP. Position the B52 LAMINATED SHEET in front of child with the numbers 1 through 8 so the green blocks are facing child. Place 2 blocks in the bracketed areas labelled 1 - 8, as shown in green in the picture. Note that the blocks are real objects, and the spaces in which to place them are on the B52 LAMINATED SHEET.

2. SAMPLE TRIAL A (NOT SCORED). Say, "I'm going to tap some more blocks. Watch me". Using the ninth green block, tap the blocks corresponding to numbers 5 and 1 on the B52 LAMINATED SHEET. Tap each block once at the rate of 1 block per second. When you finish tapping, place the tapping block on child's side of the B52 LAMINATED SHEET and say, "Now you tap the blocks just like I did".

If child responds correctly, skip to steps 4 and 5. If the child does not respond or responds incorrectly, continue to step 3.

3. SAMPLE TRIAL B (NOT SCORED). Say, "Watch me again". Tap blocks 5 and 1 again. Then hand the tapping block to child and gently guide his/her hand to tap the blocks while saying, "Now you tap the same blocks I tapped". Then say, "Let's try another one. Remember to tap the blocks in the same order as I tapped them".

4. TRIAL A. Tap block 4 and then tap block 7. Hand block to child. Say, "Let's try another one".

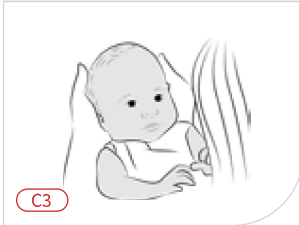
5. TRIAL B. Tap block 8 and then tap block 3. Hand block to child. Say, "Let's try another one".

**Score YES** if child taps at least 1 sequence of blocks correctly (e.g. 4 - 7 or 8 - 3, or both 4 - 7 and 8 - 3).

**Score NO** if child does not tap any sequence correctly.

C1

0&lt;3 m

**Fixates eyes (2X)****CAN ATTEMPT TWICE.**

Hold child up facing you (or the caregiver), or place the child on his/her back and put your face (or caregiver's face) about 30 cm (12 inches) above/across from the child's face. You can keep it there for up to 1 minute to see if the child responds and looks at your or the caregiver's face.

Do not use sounds to attract attention, just your face.

- Score YES** if child looks at you (fixes on your face).
- Score NO** if child does NOT look at you.

C2

3&lt;6 m

**Responds to sound (2X)**

C6

**CAN ATTEMPT TWICE. USE RATTLE.**

Stand behind the child and shake the rattle.

- Score YES** if child responds in any way to the noise, e.g. a change in activity or expression, looking towards the sound or widening the eyes. Should try both sides.  
**Score YES** if child responds to either side.
- Score NO** if child does NOT respond.

C3

**Fixes and follows - 180 degrees****USE BRIGHTLY-COLOURED BALL (NOT ONE THAT MAKES SOUNDS!).**

Place child on his/her back and hold a bright object above child's face about 30 cms (12 inches) away. Move the object in an arc from 1 side to the other.

- Score YES** if child follows the bright object through a complete arc from left to right, e.g. through 180 degrees.
- Score NO** if child does NOT follow object through complete arc.

C4

**Manipulates cup OR spoon in play****USE SPOON OR CUP. CHILD IS LYING ON BACK OR HELD ON CAREGIVER'S LAP.**

Put the spoon or cup in child's hand but watch child to make sure he/she does not poke themselves with the object.

- Score YES** if child explores object by feeling it, putting it in mouth, shaking or waving it, or other playful activity.
- Score NO** if child only looks at or holds the item but does not manipulate it in any way.

C5

6&lt;9 m

**Shows interest in making a sound (2X)****CAN ATTEMPT TWICE. USE A RATTLE.**

Hold the rattle in front of child and gently make a noise with it. Set down in child's reach.

- Score YES** if child manipulates (e.g. touches, shakes, grasps, rings) the rattle while looking at it with interest in its details. For example, child manipulates the rattle by turning it around or shaking it.
- Score NO** if child only mouths or bangs rattle and shows no interest in it making a noise.

C6

**Turns head towards fallen object (2X)****CAN ATTEMPT TWICE. USE METAL SPOON or other object that makes a noise (e.g. RATTLE).**

Hold the object so the child sees it and quickly drop it to the floor so it makes a loud sound. Observe if the child turns head to look for it.



C2

- Score YES** if child turns his/her head towards the direction of the object after it makes a noise when it falls.
- Score NO** if child does NOT turn his/her head towards the direction of the object when it is dropped.

C7

**Discriminates strangers**

Note the child's reactions to you (as the assessor) on first meeting, or to other strangers on his/her arrival or at any time during the examination period.

- Score YES** if child shows any discriminative behaviour to strangers, such as a questioning look, staring, frowning, withdrawal or crying.
- Score NO** if child does NOT notice or show any different behaviour to you or another stranger.

C8

**Picks up cup to get block****USE BLOCK or other TOY, AND CUP.**

Place the BLOCK or small toy down on a surface in front of child and get child to notice it. Then place a plastic cup over the BLOCK or toy to hide it.



C11

- Score YES** if child then tries to lift up the cup to get the toy.
- Score NO** if child does NOT try to lift up the cup to get the toy.

C9

9&lt;12 m

**Finds toy under cloth (2X)**

**CAN ATTEMPT TWICE. USE BALL (or other toy, e.g. car) AND CLOTH.** [Could try with tablet.] Show child an interesting object (e.g. car or ball) and let him/her play with it. Then put it under a piece of cloth while child is watching. Ask child to find the toy.



- Score YES** if child looks for, reaches for OR retrieves object under cloth. Child DOES NOT have to succeed in getting/holding object; the point is that child knows it is hidden and searches for it.
- Score NO** if child does NOT try to look for or search for the object under the cloth.

C10

**Pulls string to get object (2X)**

**CAN ATTEMPT TWICE. USE SPOON OR BLOCK AND SHOELACE.**

Tie the shoelace securely around the block or the spoon handle with 20 cm (8 inches) of the shoelace hanging off it. This item should be done with child sitting on the floor. Place the spoon (or block) down far away enough from child so that he/she cannot reach it easily without pulling on the string to get it, and put the string facing child. See if child pulls on the string to try to get the spoon or block.



- Score YES** if child pulls on the string to get the spoon or block.
- Score NO** if child does NOT attempt to pull on the string to get the spoon or block, or if child just reaches or grasps the spoon or block without trying to get it by the string.

C11

**Lifts cup by the handle (2X)**

**CAN ATTEMPT TWICE. USE BLOCK or other TOY, AND CUP.**

Place block or other toy that child is interested in under an upside-down plastic cup on a surface (floor, table or other surface) with child watching with cup handle facing child. DO NOT demonstrate picking up the cup by the handle for child.



C8

- Score YES** if child picks up cup by handle to look for or pick up toy. NOTE: Child does not have to find object. Child does not have to look at or touch toy and can pick up the cup even just slightly using the handle.
- Score NO** if child picks up the cup in another way (not by the handle) or if he/she does NOT pick up the cup at all.

C12

**Puts block in cup (2X)**

**CAN DEMONSTRATE TWICE AND HAVE THE CHILD ATTEMPT TWICE. USE BLOCKS AND CUP.**

Put a few blocks (at least 3) in front of child on a surface (either a table or the floor) next to a cup. Demonstrate to child how to put the blocks in the cup; you can shake it to get his/her attention. Take the blocks out again by inverting the cup, and then leave them next to the cup near child and see what child does.



C16

- Score YES** if child puts 1 or more blocks into the cup and leaves it there. For this item, child DOES NOT need to dump or remove the blocks.
- Score NO** if child does NOT put any blocks in the cup.

C 13

12&lt;15 m

**Bangs 2 objects together**

USE 2 BLOCKS.

Place a block in each of the child's hands and encourage him/her to bang the blocks together. You may demonstrate up to 2 times. Do not touch child's hands or arms.



C20

- Score YES** if child hits the 2 blocks together.
- Score NO** if child does NOT hit the blocks or objects against each other.

C 14

**Pats toy to make noise (2X)**

**CAN DEMONSTRATE TWICE AND HAVE THE CHILD ATTEMPT TWICE.** USE SMALL SQUEEZE TOY THAT MAKES NOISE (USE A LOCALLY-SOURCED FUN ITEM THAT MAKES A NOISE).

Put the toy in front of child. Hit the toy a few times to produce a sound. (The toy has to be squeezed or patted to make a noise). Encourage the child to do the same. Say, "Squeeze or pat the toy. You can do it". The child may be so interested in the toy that he/she will not pay attention to you at first.



- Score YES** if child imitated the hitting (patting) or squeezing motion, whether or not he/she succeeds in making the toy make noise.
- Score NO** if child does NOT attempt to hit, pat or squeeze the toy to make it make a noise.

C 15

**Makes marks with crayon (2X)**

**CAN ATTEMPT TWICE.** USE CRAYON/CHALK AND PAPER.

Put crayon or chalk and paper in front of child and see what child does. If child does not respond, you can demonstrate.



C19.23.33

- Score YES** if child uses the crayon/chalk to make any kind of mark on paper.
- Score NO** if child is NOT able to make any mark on the paper.

C 16

**Puts 3 or more blocks in cup**

**CAN DEMONSTRATE TWICE.** USE BLOCKS and CUP.

Put 8 blocks in front of child on a surface (either a table or the floor) next to a cup. Put 4 blocks in cup and shake it to get child's attention. Dump the blocks out, and see what child does. Can demonstrate twice how to put blocks in cup.



C12

- Score YES** if child puts 3 or more blocks into the cup at one time.
- Score NO** if child does NOT put any blocks in the cup, OR puts fewer than 3 into the cup (at one time).

## C17

## Puts blocks in jar



**CAN DEMONSTRATE TWICE. USE 4 BLOCKS AND JAR. TIMED.**

One by one, put 4 blocks into the jar and shake the jar with them in it. Dump the blocks from the jar. Place the jar and blocks directly in front of child and say, “Now you do it. Put the blocks [POINT TO THE BLOCKS] into the jar [POINT TO INSIDE THE JAR]”. Allow 1 minute.

- Score YES** if child puts 1 OR MORE blocks into the jar.
- Score NO** if child does NOT put any blocks into the jar.

## C18

## Puts 1 peg in again (2X)



**CAN DEMONSTRATE TWICE AND HAVE CHILD ATTEMPT TWICE. USE PEG BOARD and TIMER.**

Place the pegboard with the pegs in place in front of child. In full view of child, remove the pegs and place them in a pile on the table near the middle of the pegboard side farthest from child. Can demonstrate twice to child by putting some pegs in the holes. Attempt to persuade child to leave the pegs he has placed by saying, “Put them all in”, then let him work with the pegs in his/her own way.

- Score YES** if child puts 1 peg in repeatedly (2 or more times in the same or different holes); or if he/she places more than 1 peg, so that there are 2 or more in the board at the same time. This needs to happen within 70 seconds.
- Score NO** if child does NOT put any pegs in the holes, or if he/she only puts 1 peg in 1 hole on 1 occasion.

## C19

## Scribbles in any way (2X)



**CAN DEMONSTRATE TWICE AND HAVE CHILD ATTEMPT TWICE. USE CRAYON/CHALK AND PAPER.**

Place a piece of plain paper and a crayon or chalk on the table in front of child. You may place the crayon or chalk in child’s hand and encourage him/her to scribble. (Watch child and be prepared to keep him/her from putting the pencil in his/her mouth or eye.)

- Score YES** if child makes purposeful marks on the paper in any way (this may be back-and-forth scribble). This should be several times back – and – forth with intention, not just a mark once.
- Score NO** if child does NOT make marks back and forth, only makes stabbing marks or only makes accidental marks.

## C20

## Accepts third block without dropping (2X)



C13

## CAN ATTEMPT TWICE. USE BLOCKS.

Place 1 block on a surface (floor or table) within child's reach. Allow child time to pick up the block before you place a second one down on the surface. If the child does not pick up either block, offer 1 of the blocks to him/her by holding it up in front of the child. You can even put it in child's hand if he/she does not take it. Put the third block down in front of child, and observe child's behaviour. The child should hold 2 blocks and then attempt to get a third block without dropping the first 2.

- Score YES** if child holds onto the first 2 blocks in either 1 or both hands and tries to get the third block by banging at it or by attempting to scoop it, even if unsuccessful.
- Score NO** if child does NOT try to get the third block, or if child lets go of 1 of the 2 blocks to pick up the third block.

## C21

## Uses objects in play by him-/herself (2X)



C22.32.39

## CAN DEMONSTRATE TWICE AND HAVE CHILD ATTEMPT TWICE. USE CUP, WATER BOTTLE, SPOON, PLATE AND CLOTH.

Put a cup, water bottle, spoon, plate and cloth in front of child. Leave the cup upside down and then turn it the right way up, and pretend to pour some water from the bottle into the cup. Say, "Ooh," I will pour some water into the cup, we could have a drink...". See if child begins to play with the cup by pretending to drink from it. Then put the spoon into the cup and pretend to stir. You can see if child tries to use the spoon to eat with, or to stir the water. Do the same thing with a plate, use your hands and pretend to eat something that is on the plate. If child does not respond, pick up cloth and pretend to wash face with it.

- Score YES** if child pretends to drink from the cup, or eat with the spoon or eat with his/her hands even though there is nothing there, OR uses cloth to wash face. This should be done by him-/herself, NOT WITH you.
- Score NO** if child does NOT demonstrate using objects in play in a pretend fashion.

## C22

## Manages a cup well



C21.32.39

## USE CUP.

Give child a cup (with a handle) with some clean, fresh water. (Ask the caregiver to provide a cup with clean water from home. If using a cup from the clinic, ensure it is clean and ready beforehand.) Ask the caregiver to give the cup filled with water to child, to see if child can drink from the cup on his/her own. Ask the caregiver not to help child.

- Score YES** if child can hold the cup and drink from it on his/her own; the caregiver does not need to help in any way.
- Score NO** if child needs some help from the caregiver to drink from a cup, or if the child spills some of the drink.

C 23

**Holds crayon with fingers, not fist (2X)**

**DEMONSTRATE ONCE AND HAVE CHILD ATTEMPT TWICE. USE CRAYON/CHALK.**  
Place crayon in front of child and demonstrate scribbling to child. Then put down the crayon in front of child and see what he/she does.



C15.19.33

- Score YES** if child holds crayon with fingers, rather than in fist.
- Score NO** if child holds crayon only with a fist.

C 24

15&lt;18 m

**Repeats something when encouraged (2X)**

**CAN ATTEMPT TWICE. USE CLOTH.**  
Play peek-a-boo [or another hide- and-seek type game] with child. Encourage or praise child when he/she copies you. Do this twice, and then stop to see what child does.



- Score YES** if child spontaneously tries to repeat activity to get response from you again.
- Score NO** if child does NOT try to repeat an activity spontaneously to see if he/she can get a response from you.

C 25

**Dumps blocks out of jar purposefully (2X)**

**CAN DEMONSTRATE TWICE AND HAVE CHILD ATTEMPT TWICE. USE 4 BLOCKS AND A JAR.**  
As child watches, put 4 blocks into jar. Show child how to turn the jar over so the blocks fall out of the jar. Say, "Now you do it".



C17

- Score YES** if child is able to turn the jar upside down or sideways to get the blocks out, even if only 1 block falls out.
- Score NO** if child pulls blocks out of the jar with fingers or hands, or does NOT turn the jar upside down to get blocks out.

C 26

**Builds tower of 2 blocks (2X)**

**CAN DEMONSTRATE TWICE AND HAVE CHILD ATTEMPT TWICE. USE 5 BLOCKS.**  
Stack 2 blocks, saying, "Look at my tower", and then knock the blocks down. Can demonstrate twice but leave the blocks from your tower down afterwards. Place 3 or more of the blocks in front of child and say, "Now you make a tower".



C28.34

2

- Score YES** if child makes a tower with 2 OR MORE blocks (e.g. 4 or 6.)
- Score NO** if child canNOT make a tower that stays up with 2 or more blocks.

C27

18&lt;21 m

**Puts pegs in board ≤ 2 minutes (2X)**

C18.42

**CAN DEMONSTRATE AND HAVE CHILD ATTEMPT TWICE. USE PEGBOARD AND TIMER.**

Take all the pegs out of the pegboard. Show child how to put 1 or 2 pegs into the board, explaining what you are doing. Ask child, “Do you understand how to put the pegs in the board?”. If child does not seem to understand, demonstrate again. Remove all pegs and then ask child to put them back in the board as quickly as possible, “Now you put all the pegs in the board as fast as you can”.

**Score YES** if child places all 8 pegs in board in 2 minutes or less.

**Score NO** if child canNOT place all 8 pegs in the board in 2 minutes or less.

C28

21&lt;24 m

**Builds tower of 3 blocks (2X)**

C26.34

**CAN DEMONSTRATE TWICE AND HAVE CHILD ATTEMPT TWICE. USE 6 BLOCKS.**

Stack 3 blocks on a flat surface, saying, “Look at my tower”, and then knock the blocks down. Can demonstrate twice, but leave the blocks from your tower down afterwards. Place 5 or more of the blocks in front of child and say, “Now you make a tower”.

**Score YES** if child makes a tower with 3 OR MORE blocks. (Blocks must stay up for at least 3 seconds.)

**Score NO** if child canNOT make a tower with 3 or more blocks that stays up.

C29

24&lt;27 m

**Finds object under 2 alternating cups (3X)**

**CAN ATTEMPT 3 TIMES. USE OBJECT THAT CHILD IS INTERESTED IN (BALL OR CAR OR OTHER OBJECT).**

Place 2 cups on the table, out of child's reach. Show him/her the object and say, “Look, this is a [ball]. I am going to hide it. [Be sure child observes.] I am going to put it under this cup.” Hide object under cup on your right. Wait 3 seconds and move the cups to within child's easy reach, about 2 cm (0.8 inches) apart, and say, “Can you find the...? [Pause.] Where is the...?”. Repeat for a second and third trial, changing placement of the object under the cup each time (under the cup on the left, and then the cup on the right).

**Score YES** if child finds the object under the cup on all 3 attempts.

**Score NO** if child does NOT find the object under the right cup or if he/she only manages to find it once or twice.

C30

**Places 2 shapes in board (2X)**

C31.36.40

**CAN ATTEMPT TWICE. USE SHAPE BOARD, BUT WITH ONLY 2 OF THE SHAPES PROVIDED, AND TIMER.**

Place an insert board with 2 shapes (circle and square) in front of child with all inserts already in place. Lift out the circle and square and place them in front of child, between child and the board. Ask child to put them in the board. Give 2 trials. Can have up to 2 minutes to complete this.

**Score YES** if child places both shapes correctly.

**Score NO** if child canNOT place both shapes correctly.

**C 31****Places 3 shapes in board in 2 minutes (2X)**

C30.36.40

**CAN ATTEMPT TWICE. USE 3-SHAPE BOARD AND TIMER.**

Place an inset board with 3 shapes in front of child with all 3 inserts already in place. Lift out the circle, triangle and square and place them in front of child, between child and the board. Ask child to put the shapes in the board.

Can have up to 2 minutes to complete this.

- Score YES** if child places all 3 correctly within 2 minutes.
- Score NO** if child canNOT place all 3 shapes correctly within 2 minutes.

**C 32**

27&lt;30 m

**Uses objects in play with someone**

C21.22.39

**CAN DEMONSTRATE TWICE AND HAVE CHILD ATTEMPT TWICE. USE CUP, WATER BOTTLE, SPOON, PLATE, CLOTH.**

Put a cup, water bottle, spoon, plate and cloth in front of child. Leave the cup upside down, then turn it the right way up and pretend to pour some water from the bottle into the cup. Say, "Ooh, I will pour some water into the cup, we could have a drink together". Take the cup and have a sip, and pass it to child. Then put the spoon in the cup, and pretend to stir it, and pass it to the child offering the spoon. See if the child tries to stir the water and pass the spoon or cup to you or the caregiver to drink or eat from. The same thing could be done with a plate; use your hands and pretend to eat something that is on the plate, then pass it to the child, and see if child then eats some and pretends to pass you or the caregiver some. Say, "See if mummy [or name of caregiver] wants some food". If child does not respond, pick up the cloth and pretend to wash face with it, pass it to child and say, "Maybe mummy [or caregiver's name] needs a wash".

- Score YES** if child begins to play with an object with you or caregiver and not just on his/her own, e.g. offers you or caregiver the cup with something to drink in it, or pretends to use the spoon to stir the liquid in the cup.
- Score NO** if child does NOT spontaneously play with the object in a pretend way WITH you or caregiver.

**C 33****Scribbles on paper (circular scribble)**

C15.19.23

**USE CRAYON/CHALK AND PAPER.**

Put a piece of paper in front of child and put the crayon/chalk in child's hand. Say, "Go ahead and draw a picture". Do not mention the shape necessarily, just see what child does. If child does not respond, demonstrate a circular or spiral scribble.

- Score YES** if child scribbles in a circular way, not just back-and-forth.
- Score NO** if child scribbles only back-and-forth or just makes a mark or does NOT scribble at all.

**C 34****Builds tower of 6 blocks (2X)**

C26.37.38.45.48

**CAN DEMONSTRATE TWICE AND HAVE CHILD ATTEMPT TWICE. USE 12 BLOCKS.**

Stack 6 to 8 blocks in front of child on a flat surface, saying, "Look at my tower". Then knock the blocks down. Can demonstrate twice but leave the blocks from your tower down afterwards. Place 8 or more of the blocks in front of child and say, "Now you make a tower". Blocks must stay stacked for at least 3 seconds.

- Score YES** if child makes a tower with 6 OR MORE blocks.
- Score NO** if child canNOT make a tower with 6 or more blocks that stays up.

**C 35****Understands the concept of "1" (2X)**

C52

**CAN ATTEMPT TWICE. USE 4 BLOCKS.**

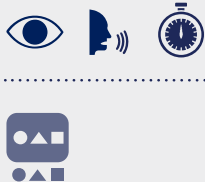
Place 4 blocks in front of child. Say to child, "Put just 1 block here" as you point to a spot in front of you on the floor or table. Do not put out your hand. If child places 1 block, wait 3 seconds.

This item aims to understand if the child grasps the concept of "1" in comparison to "MANY".

- Score YES** if child puts ONLY 1 block where you specify.
- Score NO** if child puts more than 1 or all of the blocks where you pointed, OR if he/she gives you none.

**C 36**

30&lt;33 m

**Places 3 shapes in rotated board in 2 minutes (2X)**

C30.31.40

**CAN ATTEMPT TWICE. USE 3-SHAPE BOARD AND TIMER.**

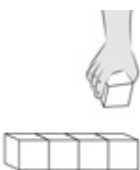
Place the 3-shape board in front of child with all 3 inserts already in place. Take the 3 shapes out of the board. Now, leaving the board on the table surface, move the board round so that the the square hole is at child's right. Then say, "Now you put them back". As you gesture from the shapes to the board, do not point directly at any hole. Do not permit child to return the board to its original position.

Can have up to 2 minutes to complete this.

- Score YES** if child correctly places all 3 pieces while the board is in the rotated position.
- Score NO** if child does NOT correctly place all 3 pieces in the board.

**C 37**

33&lt;36 m

**Builds truck/lorry of blocks (2X)**

C34.45.48

**CAN DEMONSTRATE TWICE AND HAVE CHILD ATTEMPT TWICE. USE 10 BLOCKS.**

As you put 4 blocks in a line with each 1 touching the other, say, "See how I make a truck/ lorry [or other local word]. Here and here and here and here". Stack a fifth block on top of the first block and say, "Here is the cab [or other local word]. Let's make it go". Gently push the truck/lorry forward with your finger and say, "Vroom, vroom". Put the other 5 blocks in front of child and say, "Now you make a truck/lorry like mine".

- Score YES** if child lines up 4 OR MORE blocks in a row with all adjacent blocks touching. The fifth block does not have to be stacked on top.
- Score NO** if child only pushes blocks around on the table OR child only lines up 3 or FEWER blocks, OR if cubes in the line are more than 0.6 cm (1/4 inch) apart.

## C 38

## Unscrews and screws lid of jar (2X)



**CAN DEMONSTRATE TWICE AND HAVE CHILD ATTEMPT TWICE. USE JAR AND LID.**

Hold the jar in 1 hand, and the lid in the other. Directly in front of child, slowly screw the lid on the jar. Then unscrew the lid, explaining what you are doing. Say, “See how I screw the lid on, and unscrew the lid to take it off?”. Be precise in showing screwing motion.

Put the jar and lid in front of child and say, “Now you do it. Put the lid on and take it off, just as I showed you”. Give the child up to 2 minutes for this task.

- Score YES** if child is able to screw lid on (and not just “push” or “pat” lid on) AND unscrew (not just pull) lid off the jar.
- Score NO** if child canNOT screw the lid on or if the child just tries to push it on, or can only screw it on but canNOT screw it off.

## C 39

## Engages in representational play



C21.22.32

**USE BLOCKS, CLOTH AND PLATE.**

Place objects in front of child.

A first scenario could be to say, “Look, let's make some food”. You could name the pretend food as something culturally appropriate, e.g. rice, noodles, cereal, fruit, and you could pretend to cut a block on the plate with your hand. Watch for the child to start playing. If the child does not, you can try modelling play for the child again and say, “Ooh I am hungry, I need to make some food”, and give him/her the block on the plate.

A second scenario could be to pretend to use the block as a phone, and say “Oh, who is that on the phone?, Shall we see?, Do we need to call them back?”.

A third scenario could be for you to pretend the block is a car and drive it around on the cloth. Say, “Look, the car wants to have a race”. See whether child will do something similar, moving the block around like a car.

- Score YES** if child uses the block as food, or as a phone or as a car.
- Score NO** if child does NOT use the block in a symbolic way, pretending it is something else.

## C 40

## Inserts 3 shapes in 15 seconds (2X)



C30.31.36

**CAN ATTEMPT TWICE. USE 3-SHAPE BOARD AND TIMER.**

Place the board with 3 shapes in front of child with all 3 inserts already in place. Lift out the circle, triangle and square and place them in front of child, between child and the board. Ask child to put the shapes into the board.

Can have up to 15 seconds to complete this.

- Score YES** if child inserts all 3 shapes correctly.
- Score NO** if child canNOT insert all 3 correctly.

**C 41****Copies 2-part activity (3X)**

**CAN ATTEMPT 3 TIMES. USE BLOCK AND SPOON.**

Put the block [or other small item] on the flat part of the spoon handle farthest from the spoon bowl (round part of the spoon). Using your hand, strike the bowl to fling the object into the air. Say to child, "You do it".

- Score YES** if child is able to copy the 2 steps to fling the object into the air.
- Score NO** if child canNOT copy the 2 steps.

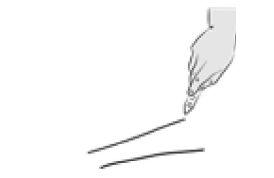
**C 42****Puts pegs in board in ≤30 seconds (2X)**

C18.27

**CAN DEMONSTRATE TWICE AND HAVE CHILD ATTEMPT TWICE. USE PEGBOARD AND TIMER.**

Take all the pegs out of the pegboard. Show the child how to put 1 or 2 pegs into the board, explaining what you are doing. Ask the child, "Do you understand how to put the pegs in the board?". If child does not seem to understand, demonstrate again. Remove all pegs and then ask child to put them back in as quickly as possible, "Now you put all the pegs in the board as fast as you can".

- Score YES** if child places all 8 pegs in board in 30 seconds or less.
- Score NO** if child can NOT place all 8 pegs in the board in 30 seconds or less.

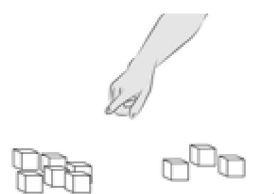
**C 43****Draws horizontal line (2X)**

C47.51.53.54

**CAN DEMONSTRATE TWICE AND HAVE CHILD ATTEMPT TWICE. USE 2 CRAYONS and PAPER.**

Put the paper in front of child. Take 1 crayon and draw a straight horizontal line from left to right. Place the other crayon in front of child and say, "Now, you do it!". Allow child time to reproduce the stroke. As needed, you may hold the paper in place with your hands.

- Score YES** if child's horizontal stroke is within approximately 30 degrees of your horizontal line.
- Score NO** if child does NOT make a horizontal line within 30 degrees of yours, OR does nothing or only a circular scribble.

**C 44****Understands "more" (3X to 5X)**

**USE BLOCKS.**

Place (do not stack) 3 blocks in 1 pile and 6 blocks in another pile, 5 cm (2 inches) apart. Point to the pile of 3 blocks and then point to the pile of 6 blocks. Say, "Show me which [pile] has MORE blocks?", and ask child to point to it. Change the blocks around and ask the question again. Do this 3 times. If child does the first 3 correctly, stop and score YES. If the child fails once, you can continue up to 5 times to see if the child points to the correct pile 4 out of 5 times.

- Score YES** if child chooses the correct pile of blocks the first 3 times OR 4 out of 5 times.
- Score NO** if child does NOT choose the correct pile of blocks on any of the first 3 times.

**C 45****Imitates building bridge (2X)**

**CAN DEMONSTRATE TWICE AND HAVE CHILD ATTEMPT TWICE. USE 6 BLOCKS.**

Put 3 blocks in front of you. Say, "I'm making a bridge" as you put 2 blocks next to each other, with a small space between them, and stack another block on top over the space. Use a pencil to show how a car could pass under the bridge. Leave your model in place, and put the other 3 blocks directly in front of child. Say, "Now you make a bridge". Note that child may use blocks from your bridge if he/she chooses to do so. Let child work until child indicates to you that his/her bridge is finished.

- Score YES** if child makes a bridge with 3 blocks with a gap in the middle. The top block must rest on both of the bottom blocks, but need not be centred between them. The gap between the bottom blocks should be clearly visible, but need not be large.
- Score NO** if child's construction has no gap between the bottom blocks; or the top block of the construction does NOT span both bottom blocks; or if child uses more than 3 blocks.

**C 46****Picks longest stick 3 of 3 (3X to 5X)**

**USE 2 STICKS OF DIFFERENT LENGTHS OR 2 PENS OR CRAYONS OF DIFFERENT SIZES.** Put down 2 sticks of different lengths and say to child, "Show me which one is longer". DO NOT indicate whether the child was correct on any item. Praise child for attention, effort, etc., not for correct response. Administer this item 2 more times, switching the location of the longer stick each time. If child fails at least 1 of the first 3 times, try twice more.

- Score YES** if child picks the longer stick all 3 times, OR 4 out of 5 times.
- Score NO** if child does NOT pick the longer stick 3 out of 3 times, or 4 out of 5 times.

**C 47****Copies a circle**

**CAN DEMONSTRATE TWICE. USE CRAYON/CHALK AND PAPER.**

Put crayon or chalk and paper in front of child. Demonstrate to the child drawing a circle. Without naming it or moving your finger or crayon/chalk to show how to draw it, say, "Draw one like the picture".

- Score YES** if child draws any form approximating a circle that is closed or very nearly closed.
- Score NO** if child draws lines that do NOT look like a circle, OR draws continuous spirals.

**C 48****Builds wall of blocks (2X)**

**CAN DEMONSTRATE TWICE AND HAVE CHILD ATTEMPT TWICE. USE 8 BLOCKS.**

Put 4 blocks in front of you. Say, "Look at my wall" as you stack the blocks 2 across the bottom and 2 on top. Leave your model in place and push the other 4 blocks directly in front of child. Say, "Now you make a wall". Note that child may use blocks from your wall if he/she chooses to do so. Let child work until he/she indicates to you that the wall is finished.

- Score YES** if child makes a wall with 2 x 2 blocks next to each other. Allow slight gaps between blocks (approximately 1/2 cm [1/4 inch]) and slight misalignments (approximately 1/2 cm [1/4 inch]).
- Score NO** if child makes a wall with gaps of more than 1/2 cm (1/4 inch) or if the child canNOT put 2 blocks on top of each other and put them close together as in the picture.

**C 49****Understands concept of size (2X)**

**CAN ATTEMPT TWICE. USE CUPS OF THE SAME COLOUR BUT DIFFERENT SIZES, e.g. 2 GREEN CUPS,- 1 BIG AND 1 SMALL, AND 2 RED CUPS,- 1 BIG AND 1 SMALL.**

Arrange the cups in front of child starting at his/her left, big green, little green, big red, little red. Say, "Give me the 2 little cups". Give child time to give you the 2 little cups (1 green and 1 red). If the child hesitates, you may encourage him/her. Then return the little cups to the row in front of the child before asking, "Give me the 2 big cups". Give child time to indicate the big cups.

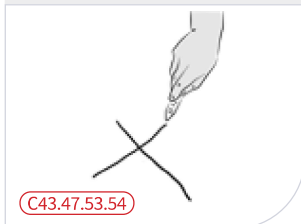
- Score YES** if child correctly identifies both little cups and both big cups.
- Score NO** if child canNOT correctly identify both little and big cups.

**C 50****Understands prepositions (2X)**

**CAN ATTEMPT TWICE. USE CUP AND BLOCK.**

Place the cup upside down in front of the child. Give child the block. Say, "Put the block under the cup, Put it on the cup, Put it in front of the cup, Put it behind the cup". Put the block back in a neutral position each time, and wait after each statement to allow child to perform the action.

- Score YES** if child correctly follows 3 instructions.
- Score NO** if child canNOT follow any of the instructions, or can only follow 1 or 2 of the instructions.

**C 51****Copies a cross or plus sign (2X)**

**CAN DEMONSTRATE TWICE AND HAVE CHILD ATTEMPT TWICE. USE CRAYON/CHALK AND PAPER.**

Draw a vertical line MOVING TOWARD CHILD, while saying, "See, I make 1 line here", and then as you draw the horizontal line to form the cross say, "And see, I make 1 line there". Put pen in front of child and say, "Make a 'PLUS or CROSS' sign just like mine".

- Score YES** if child draws anything where the 2 lines intersect near the middle.
- Score NO** if child draws 2 lines, but they do NOT intersect anywhere near the middle.

**C 52****Counts 3 or more objects**

C35

**USE 5 BLOCKS.**

Line up 5 blocks in a row. Ask child, “Can you tell me how many are here? Count them for me”. Listen to child count and then say, “So how many were there?”. Child **MUST** be able to correctly count objects, and not simply assign numbers incorrectly to objects, or not just do it by rote.

- Score YES** if child can correctly count 3 or more objects AND tell you how many there are.
- Score NO** if child can only count 1 or 2 or no objects, or if child does not count the objects in a sequence, e.g. child counts “1, 4, 5”, and even when you ask, child says there are “3”.

**C 53****Copies a square (2X)**

C43.47.51.54

**CAN DEMONSTRATE TWICE AND HAVE CHILD ATTEMPT TWICE. USE CRAYON/CHALK AND PAPER.**

Draw a square, describing what you are doing. Say, “See how I draw 4 lines to make a square?”. Ask child to make a square just like yours. Say, “Now can you draw a square like mine?”.

- Score YES** if child’s drawing has 4 sides and is a similar shape to a square, but it does not need to be perfect.
- Score NO** if child canNOT copy a square.

**C 54****Draws 3 or more body parts**

C43.47.51.53

**USE CRAYON/CHALK WITH PAPER.**

Give child a pencil and piece of plain paper. Tell child to draw a picture of a person (boy, girl, mummy, daddy). Be sure child has finished before scoring the drawing.

- Score YES** if child draws a person with at least 3 body parts. A pair (ears, eyes, arms, hands, legs, feet) is considered 1 part.
- Score NO** if child draws a person with fewer than 3 body parts.

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