



# The Tongan Early Human Capability Index (eHCI)

## Backtranslated to English

### Teacher Completed

For each question, please mark the box that represents your answer. It is important to remember that children do not develop and learn at the same rate, for example, some children learn to walk earlier than others and this is normal and OK. We don't expect children to be able to do everthing we ask in this questionnaire. The most important thing is that you give honest answers.

Your answers need to be accurate. We are trying to find out the true status of the children, so that we know how and where we can best help.

There will be some questions that you will need to work with paretns to answer.

The data is not used to judge the school or teaching strateges but to work out where children need help with their development.

The childs name wont be used for anything and the data is kept confidential.

Name of Kindergarten: -----

#### Background information

A Child's name \_\_\_\_\_

B Child's date of birth \_\_\_\_\_ / \_\_\_\_\_ / \_\_\_\_\_

	<b>Male</b>	<b>Female</b>
C Child's gender	<input type="radio"/>	<input type="radio"/>

	<b>Primary</b>	<b>Started High</b>
D Child's Mother's education level	<input type="radio"/>	<input type="radio"/>
	<b>Completed High</b>	<b>Tertiary</b>
	<input type="radio"/>	<input type="radio"/>

E Community where the child lives: \_\_\_\_\_

#### Physical Health

1 Child's height \_\_\_\_\_ cm

2 Child's weight \_\_\_\_\_ kg

	Yes	No
3 Is this child frequently sickly?	<input type="radio"/>	<input type="radio"/>
4a Does this child have any disabilities / special needs? (or needs help with)	<input type="radio"/>	<input type="radio"/>
4b if yes _____ _____		
5 Does this child have good hygiene i.e. always wash their hands after toiletin	<input type="radio"/>	<input type="radio"/>
6 Does this child have positive habits , mafai/fili fakapotopoto	<input type="radio"/>	<input type="radio"/>
7 Does this child know good foods from bad foods	<input type="radio"/>	<input type="radio"/>

### General verbal communication

	Can already	Can't yet
8 Can this child using a group of words?	<input type="radio"/>	<input type="radio"/>
9 Can this child use a string of sentences?	<input type="radio"/>	<input type="radio"/>
10 Can this child take turns speaking in a conversation?	<input type="radio"/>	<input type="radio"/>
11 Can this child describe things in detail with good Tongan words?	<input type="radio"/>	<input type="radio"/>
12 Can this child hold an adult like conversation (for example talkative, always questioning)	<input type="radio"/>	<input type="radio"/>

### Cultural identity and Spirituality

	Can already	Can't yet
13 Shows compassion, understanding and tolerance of others	<input type="radio"/>	<input type="radio"/>
14 Can this child identify two culturally important foods / dishes?	<input type="radio"/>	<input type="radio"/>
15 Can this child identify two local plants that provide food / fruits?	<input type="radio"/>	<input type="radio"/>
16 Does this child show the Tongan cultural values of humility?	<input type="radio"/>	<input type="radio"/>

- |    |  |                       |                       |
|----|--|-----------------------|-----------------------|
| 17 | Does this child show loyalty and commitment?                           | <input type="radio"/> | <input type="radio"/> |
| 18 | Does this child show reciprocity in relationships                      | <input type="radio"/> | <input type="radio"/> |
| 19 | Does this child actively participate in cultural routines, i.e. dance? | <input type="radio"/> | <input type="radio"/> |
| 20 | Is this child able to say a short prayer?                              | <input type="radio"/> | <input type="radio"/> |

### Social and emotional wellbeing and skills

- |    |  | Yes                   | No                    |
|----|--|-----------------------|-----------------------|
| 21 | Is this child happy to share their toys and belongings?                                | <input type="radio"/> | <input type="radio"/> |
| 22 | Does this child take care of their own things?   | <input type="radio"/> | <input type="radio"/> |
| 23 | Does this child demonstrate respect for adults?  | <input type="radio"/> | <input type="radio"/> |
| 24 | Does this child demonstrate respect for other children?                                | <input type="radio"/> | <input type="radio"/> |
| 25 | Does this child accept responsibility for their actions?                               | <input type="radio"/> | <input type="radio"/> |
| 26 | Is this child considerate of other people's feelings?                                  | <input type="radio"/> | <input type="radio"/> |
| 27 | Does this child repeatedly do something wrong even though he/she has been told to stop | <input type="radio"/> | <input type="radio"/> |
| 28 | Is this child always helpful?  | <input type="radio"/> | <input type="radio"/> |
| 29 | Is this child friendly to other children?  | <input type="radio"/> | <input type="radio"/> |
| 30 | Does this child kick, bite or hit adults or other children?                            | <input type="radio"/> | <input type="radio"/> |
| 31 | Is this child impatient?   | <input type="radio"/> | <input type="radio"/> |
| 32 | Does this child always understand the difference between right and wrong?              | <input type="radio"/> | <input type="radio"/> |
| 33 | Does this child follow simple directions on how to do something?                       | <input type="radio"/> | <input type="radio"/> |

### Perseverance

- |    |   | Yes                   | No                    |
|----|---|-----------------------|-----------------------|
| 34 | Does this child always perform tasks independently? | <input type="radio"/> | <input type="radio"/> |

- |    |  |                       |                       |
|----|--|-----------------------|-----------------------|
| 35 | Does this child always keep at a task until they are finished?   | <input type="radio"/> | <input type="radio"/> |
| 36 | Does this child need constant reminding to finish something off? | <input type="radio"/> | <input type="radio"/> |
| 37 | Does this child get easily distracted from a task?               | <input type="radio"/> | <input type="radio"/> |

### Approaches to learning

- |    |   | Yes                   | No                    |
|----|---|-----------------------|-----------------------|
| 38 | Does this child show more curiosity about something new in comparison to something familiar?            | <input type="radio"/> | <input type="radio"/> |
| 39 | Does this child investigate/explore the function of a new toy/game/puzzle or object?                    | <input type="radio"/> | <input type="radio"/> |
| 40 | Is this child always wanting to learn new things?   | <input type="radio"/> | <input type="radio"/> |
| 41 | When in an unfamiliar environment with a familiar person present, does this child feel free to explore? | <input type="radio"/> | <input type="radio"/> |
| 42 | Is this child always diligent in their approach to a new job or task?                                   | <input type="radio"/> | <input type="radio"/> |

### Numeracy and concepts

- |    |  | Can already           | Can't yet             |
|----|--|-----------------------|-----------------------|
| 43 | Can this child recognise geometric shapes (e.g. triangle, circle, square)?                     | <input type="radio"/> | <input type="radio"/> |
| 44 | Can this child name and identify at least 3 colours?   | <input type="radio"/> | <input type="radio"/> |
| 45 | Can this child sort and classify objects by common characteristics (e.g. shape, colour, size)? | <input type="radio"/> | <input type="radio"/> |
| 46 | Can this child name and recognise the symbol of all numbers from 1 to 10?                      | <input type="radio"/> | <input type="radio"/> |
| 47 | Can this child count to 10?  | <input type="radio"/> | <input type="radio"/> |
| 48 | Can this child count to 20?  | <input type="radio"/> | <input type="radio"/> |
| 49 | Can this child count to 100?   | <input type="radio"/> | <input type="radio"/> |
|    |  | Yes                   | No                    |

50	Does this child know that a horse is taller than a dog?	<input type="radio"/>	<input type="radio"/>
51	Does this child know the order of the day (e.g. morning, then afternoon and then evening)?	<input type="radio"/>	<input type="radio"/>
52	Does this child understand the concepts of yesterday, today and tomorrow?	<input type="radio"/>	<input type="radio"/>
53	Does this child know that a vehicle weighs more than a cup?	<input type="radio"/>	<input type="radio"/>
54	Does this child know that the number 8 is bigger than the number 2?	<input type="radio"/>	<input type="radio"/>

### Formal literacy - reading

		Can already	Can't yet
55	Does this child know the sounds of three letters of the alphabet? (phonics)	<input type="radio"/>	<input type="radio"/>
56	Can this child identify at least 3 letters of the alphabet?	<input type="radio"/>	<input type="radio"/>
57	Can this child identify at least 10 letters of the alphabet?	<input type="radio"/>	<input type="radio"/>
		Yes	No
58	Are there any reading materials in the child's home (e.g. picture books, magazines)	<input type="radio"/>	<input type="radio"/>
		Can already	Can't yet
59	Can this child hold a book and turn the pages in the right way?	<input type="radio"/>	<input type="radio"/>
60	Can this child follow reading directions? (i.e. left to right, top to bottom)	<input type="radio"/>	<input type="radio"/>
61	Can this child read at least 4 simple popular words?	<input type="radio"/>	<input type="radio"/>

### Formal literacy - writing

		Can already	Can't yet
62	Can this child draw something identifiable? (e.g. a stick person)	<input type="radio"/>	<input type="radio"/>
63	Copy (trace) the shape of a letter?	<input type="radio"/>	<input type="radio"/>
64	Can this child write at least 3 letters? (e.g. A, B, C)	<input type="radio"/>	<input type="radio"/>

65 Can this child write their own name?

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66 Can this child write simple words?

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