

Tuvalu Early Human Capability Index (Determining the capability of children in pre-school)

To be completed by the **teacher**

For each question, you are humbly requested to write your responses in the boxes provided. It is important to note that each child was brought up differently and have different styles of learning. Some children would walk before their peers; that is a truly observable fact. It is not expected that children will be able to answer all the questions. What is important, however, is that the responses we receive are truly authentic.

It is a requirement that your responses must be truthful so that a whole and factual representation of the child could be accurately presented, and by which an appropriate intervention could be developed in order to assist the child in improving his learning experience.

This particular survey is not an attempt to assess the school and its performance, but rather an exercise to assist in improving the child and his/her development needs. Community results will be provided back to the community after the survey is completed. The child's name will not be used against anything. Sharing this to anyone else is forbidden.

Name of School: _____

Child's Historical Background

A	Name of the Child		
B	Child's Date of Birth		
C	Sex	Male	Female
D	Village settled by the child:	_____	

Health Development of the Child

1	Child's Height	_____	cm
2	Child's Weight	_____	kg
		Yes	No
3	Does the child get sick often?		
4a	Does the child have any disabilities?		

4b	If "Yes" to Q4a (tick all that apply) <input type="checkbox"/> Physical impairment <input type="checkbox"/> Visual impairment <input type="checkbox"/> Mental impairment <input type="checkbox"/> Speech/Language impairment <input type="checkbox"/> Hearing/deafness <input type="checkbox"/> Intellectual impairment (slow / developmental delay) <input type="checkbox"/> Others (specify) _____		
5a	Is the child practising cleanliness and healthy living? (Clean hands each time he/she uses the toilet?)		
5b	Is the child personally practising cleanliness and healthy living on his own?		
6	What are this child's talents? <input type="checkbox"/> Singing songs <input type="checkbox"/> Dancing <input type="checkbox"/> Drawing <input type="checkbox"/> Playing		
7	Is the child being careful from being hurt? (burnt, drown, fall, stumble)		
8	Does the child know the difference between good and bad food?		

Communication

		Able	Unable
9	The child is able to use a group of words?		
10	The child is able to use a complete sentence?		
11	The child is able to wait for the other person to finish speaking, in a conversation, before he/she could speak?		
12	The child is able to interpret things in Tuvaluan?		
13	The child is able to communicate as a mature person? (talkative, enquiring)		
14	The child knows his/her name?		
15	The child knows the name of one of his/her parents/guardians.		

Culture and Traditions, and Beliefs

		Able	Unable
16	The child is able to exhibit behaviours of affection, understanding and patience to others?		
17	The child is able to identify two valuable foods in Tuvalu?		
18	The child is able to identify two edible plants in Tuvalu?		
19	The child is able to express Tuvaluan behaviours and traditions as in giving respect to others, and in being humble?		
20	The child is able to exhibit behaviours of loyalty and commitment to do something?		
21	The child is able to demonstrate qualities of good friendship?		
22	The child is able to join cultural and traditional way of Tuvalu life? (fatele/Tuvaluan local dance)		
23	The child is able to say a usual short prayer?		
24	The child is able to say a short prayer using own words?		

Proper Considerations of Social and Emotional Competence

		Yes	No
25	The child is willing to share his toys and belongings with others?		
26	The child is able to keep his belongings very well?		
27	The child knows how to respect older people?		
28	The child knows how to respect other children?		
29	The child accepts his/her responsibilities when he/she is being instructed to carry them out?		
30	The child welcomes the opinions of others?		
31	The child continually does whatever was told of him/her <u>not</u> to do?		
32	The child is willing to help others?		
33	The child gets along easily with other children?		
34	The child frequently kicks, bites, or hits older people or children?		
35	The child can be patient long enough before receiving his/her needs?		

36	The child always knows the difference between good and bad?		
37	The child can follow simple instructions.		

Persistent/Commitment

		Yes	No
38	The child can always do his/her work on his own?		
39	The child always completes his/her work?		
40	The child always needs to be reminded about completing what he/she was doing?		
41	The child gets bored quickly when he/she was doing his/her job/task?		

Learning

		Yes	No
42	The child prefers learning new ideas to familiar concepts?		
43	The child examines how a new toy works?		
44	The child always desires learning of new concepts?		
45	When the child is placed in an unfamiliar setting with a person he/she knows, would he be delighted to learn?		
46	The child always considers a school activity carefully and works on it wholeheartedly?		

Mathematics and its parts

		Able	Unable
47	The child is able to see shapes such as a triangle, a circle, and a square?		
48	The child is able to pronounce names, and divide 3 colours or more?		
49	The child is able to divide and arrange these items to their own parts (such as shapes, colours and sizes)?		
50	The child is able to pronounce and recognise numbers from 1 to 10?		
51	The child is able to count up to 10?		
52	The child is able to count up to 20?		
53	The child is able to count up to 100?		
		Yes	No
54	The child is aware that the dog is taller than the mouse?		
55	The child is aware of the order of time in a day? (morning, then afternoon then evening)		
56	The child is aware of yesterday, today and tomorrow?		
57	The child is aware that the chair is heavier than a pencil?		
58	The child is aware that number 8 is larger than number 2?		

Formal literacy - Reading

		Yes	No
59	The child knows the pronunciation of three letters in the sequence of A E I?		
		Able	Unable
60	The child is able to identify 3 letters or more in the sequence of A E I?		
61	The child is able to identify 10 letters or more in the sequence of A E I?		
62	The child is able to properly hold the book and appropriately turn its pages in the right order?		

63	The child is able to follow the right way of reading? (from left to right, from top to bottom)		
64	The child is able to read 4 or more familiar words?		

Formal Literacy - Writing

		Able	Unable
65	The child is able to draw a picture that could be recognised? (person's image)		
66	Copy or trace the outline of a letter over an already written letter?		
67	The child is able to write 3 letters or more? (A E I)		
68	The child is able to write his name?		
69	The child is able to write simple words?		