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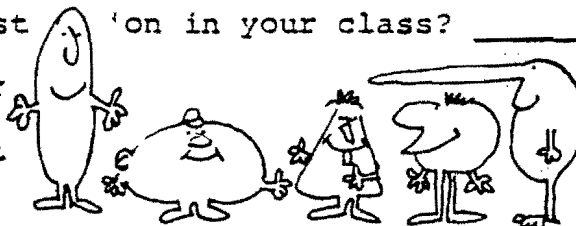


OBSERVATION SCALE PROPOSED FOR USE IN PRE-PRIMARY SCHOOLS
REGISTERED WITH THE DEPARTMENT OF EDUCATION AND TRAINING

BACKGROUND INFORMATION

- 1. Name of school: _____
- 2. Township in which school is situated: _____
- 3. Name of teacher: _____
- 4. Name of child: _____
- 5. Date of birth of child: _____
- 6. What is the child's home language? _____
- 7. What is the medium of instruction in your class? _____

8. Does the child have any characteristics (Much taller or shorter, the average child; physical etc):



_____ DOES THE CHILD HAVE ANY OUTSTANDING PHYSICAL CHARACTERISTICS _____

9. Can the child see and hear well? _____ If not, give details:

10. (a) Does the child seem to be well nourished?

(b) Does the child seem to be well cared for?

11. Is the child healthy and energetic? _____

12. For how long has the child been attending pre-primary school? _____ years _____ months.



13. How long has the educational programme of the Department been implemented in your school?

14. Will the child enrol at a primary school next year?

If so, which lower primary school is he most likely to attend and in which township is this school situated?

15. Are there any special problems the child experiences that you think can have a detrimental effect on his total development?

16. Principal's signature: March: _____

June: _____ November: _____

INSTRUCTIONS FOR EVALUATION REPORT

The children will be evaluated during March, June and November. A full report on a child's progress must be completed as follows:

Please put Y (Yes) or N (No) in the block applicable to the particular child whose level of development you are evaluating.

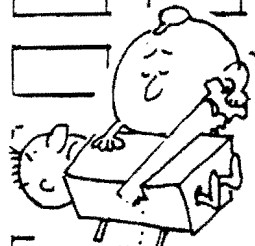
1. Can the child dress himself,
use the toilet on his own,
eat on his own?

2. Can the child keep himself actively occupied for a long time?

3. Can the child, without stumbling often, walk,

run,

March June Nov.



CAN THE CHILD KEEP HIMSELF ACTIVELY OCCUPIED FOR A LONG TIME.

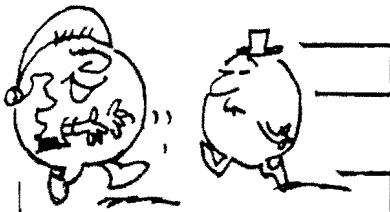


	March	June	Nov.
skip,	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
jump,	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
crawl,	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
climb?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Can the child maintain <u>balance</u> when walking heel to toe on a straight line?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Can the child stand on his <u>right</u> and his <u>left</u> leg for 5-10 seconds while his <u>eyes</u> are <u>open</u> ?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Can the child <u>stand on his right</u> and then <u>left leg</u> for approximately 5 seconds while his <u>eyes</u> are closed?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Can the child <u>hop</u> on his <u>right</u> and his <u>left leg</u> ?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. Can the child <u>kick</u> , <u>throw</u> and <u>catch</u> a medium-sized ball well?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. Does the child hold a pencil with the <u>fingertips</u> (not in his fist)?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. Can the child <u>execute long, flowing movements</u> with a pencil on paper, e.g. draw a circle in one movement?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. Does the child exercise such force on the pencil that he <u>presses holes</u> into the paper?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



CAN THE CHILD
STAND ON HIS RIGHT
LEG FOR 5 SECONDS

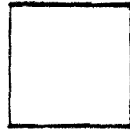


- | | March | June | Nov. |
|---|--|--------------------------|--------------------------|
| 12. Does the child <u>tremble</u> excessively when drawing? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 13. Can the child use a smallish <u>pair of scissors</u> well? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 14. Can the child <u>fasten buttons</u> himself? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 15. Does the child <u>consistently use either his right or his left</u> | | | |
| - <u>hand</u> when, for example, drawing with a pencil or eating with a spoon? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| - <u>foot</u> when, for instance, he kicks a ball? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| - <u>eye</u> when he, for example, looks through a carton cylinder held in both hands? | | | |
| 16. Can the child <u>clap his hands or stamp his feet in time to music</u> ? |  | | |
| 17. Can the child <u>name his own body parts,</u> | <p>Can the child clap his hands or stamp his feet in time to music.</p> | | |
| 18. those of other people? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 18. Can the child <u>concentrate</u> on a given task? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 19. Can the child <u>persevere</u> with a given task? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 20. Can the child <u>say how old</u> he is? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 21. Can the child <u>sort, group or arrange</u> objects or pictures of objects according to | | | |
| <u>colour,</u> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| <u>shape,</u> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |



	March	June	Nov.
<u>size</u> ,	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<u>mass</u> ,	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<u>length</u> ,	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<u>volume</u> ,	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<u>height</u> ,	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<u>number</u> , and	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<u>type</u> ?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
22. Can the child <u>count 5 or more</u> objects?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
23. Does the child have a <u>sense of time</u> , i. e. whether something happened yesterday,	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
is happening today or	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
will happen tomorrow?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
24. Can the child <u>say</u> whether something is to the <u>right</u> of	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
to the <u>left</u> of	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
in <u>front</u> of	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
at the <u>back</u> of/ <u>behind</u> ,	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
on <u>top</u> of,	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<u>below/under</u> a particular feature of a picture?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
25. Can the child <u>copy</u> the following?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>





March

June

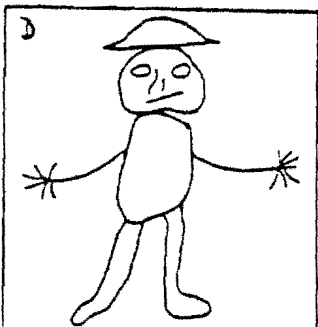
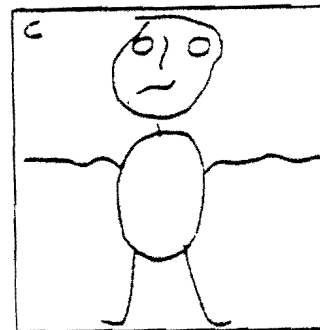
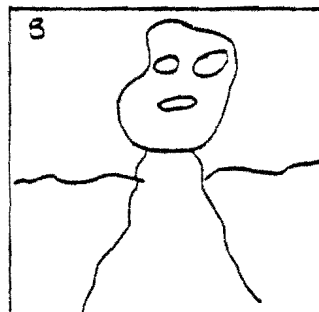
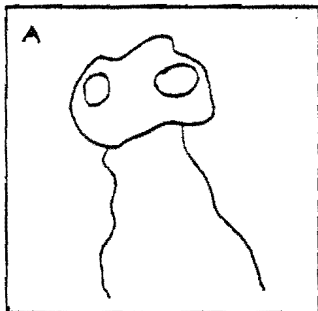
Nov.





26. Can the child also name a circle,
 a square and
 a triangle?

27. Which of the following drawings of people resemble most closely the child's own drawings of the same subject? Please put A to E in the block





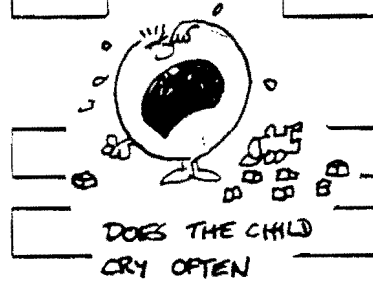
	March	June	Nov.
28. Can the child build a <u>simple jigsaw puzzle</u> ? Not at all	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Only in part	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Completely and correctly.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
29. Can the child say whether one <u>sound</u> is <u>louder</u> or <u>softer</u> than another sound?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
30. Can the child distinguish between the relative loudness of two sounds?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
31. Can the child <u>repeat a sentence</u> consisting of 16 syllabi absolutely correctly?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
32. Does the child <u>pay attention</u> when listening to a story?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
33. Can the child <u>answer a few questions</u> on a story immediately after he has listened to it?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
34. Can the child <u>execute 3 simple instructions in the correct order</u> , e.g. "Put this key on that chair, shut the door and bring me that box"? (The instructions may be repeated twice only.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
35. Can the child <u>recite simple poems</u> ?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
36. Does the child speak <u>audibly</u> ?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
37. Does the child still have <u>difficulty pronouncing certain sounds</u> ?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
38. Does the child <u>reverse sounds within a word</u> ?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



DOES THE CHILD PAY ATTENTION WHILE LISTENING TO A STORY



	March	June	Nov.
39. Does the child <u>reverse words in a sentence</u> ?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
40. Does the child <u>use full sentences</u> when speaking?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
41. Can the child <u>arrange his thoughts logically</u> when relating an incident or telling a story?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
42. When the child is given <u>various pieces of material to play with</u> , like wooden blocks, what does he do?			
He just scatters them around.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
He places them on top of or next to each other, saying that he is building something like a tower or a train, but the final product is not recognizable as such.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
He says he is building something like a tower or a train and the final product is clearly recognizable as such.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
43. How often does the child <u>cry</u> ?			
Hardly ever	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Very often	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
44. Is the child exceptionally <u>dependent</u> on the teacher?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
45. Can the child <u>work on his own</u> (even in a group situation)?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
46. Does the child <u>gladly participate in group activities</u> ?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
47. Is the child <u>unselfish</u> and <u>willing to share</u> ?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>





	March	June	Nov.
48. Can the child <u>wait for his turn</u> ?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
49. Does the child have a <u>lively interest</u> in his surroundings?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
50. Does the child <u>want to go to school</u> ?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
51. Does the child <u>have good manners</u> ?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
52. Can the child be <u>disciplined</u> easily?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



JUNIOR SOUTH AFRICAN INDIVIDUAL SCALES (JSAIS)

ANSWER BOOKLET GIQ

Name

Gender Home language..... Standard

School

Address

	Year	Month	Day
Date tested			
Date of birth			
Age			

Referred by

Reason for referral

Teacher's comments

Oorwin die
kwaad----deur
die goeie?
Oorwin die kwaad
deur die goeie, se
Paulus in
Romeine 12.

Occupation of father

Occupation of mother

Home circumstances

Remarks

Tested by

Signature

Educational Auxiliary Centre/Clinic

GROUP: EDUCATION

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First edition, first print 1984

Second edition, first print 1995





CALCULATING SCORES FOR COMPOSITE SCALES

Age: _____ year _____ months

(See page 3 for instructions)

GIQ TESTS AND COMPOSITE SCALES	Test Score		
	Raw Score	Scaled Score	Test Age
VERBAL SCALES			
Vocabulary			
Picture Riddles			
Word Association			
<i>VIQ 8: Scaled Score Total / Average Test Age</i>			
Ready Knowledge			
Story Memory			
<i>VIQ: Scaled Score Total / Average Test Age</i>			
PERFORMANCE SCALES			
	Raw Score	Scaled Score	Test Age
Form Board			
Absurdities A: Missing Parts			
Absurdities B: Absurd Situations			
<i>PIQ 8: Scaled Score Total / Average Test Age</i>			
Block Designs			
Form Discrimination			
<i>PIQ: Scaled Score Total / Average Test Age</i>			
NUMERICAL SCALE (3-5 y: Only Parts A; 6-8 y: Parts A + B)			
	Raw Score	Scaled Score	Test Age
Number and Quantity Concepts			
Memory for Digits			
<i>NUMERICAL: Scaled Score Total / Average Test Age</i>			
GLOBAL IQ SCALES			
	Raw Score	Scaled Score	Test Age
<i>GIQ 8: Scaled Score Total / Average Test Age</i>			
<i>GIQ: Scaled Score Total / Average Test Age</i>			
MEMORY SCALE (see above)			
	Raw Score	Scaled Score	Test Age
Story Memory			
Absurdities A			
Memory for Digits			
<i>MEMORY: Scaled Score Total / Average Test Age</i>			



DETERMININ...ALES

VERBAL SCALES	Scaled Score Total	VIQ 8 / VIQ	Average Test Age
VIQ 8 Scale			
VIQ Scale			
PERFORMANCE SCALES	Scaled Score Total	PIQ 8 / PIQ	Average Test Age
PIQ 8 Scale			
PIQ Scale			
OTHER SCALES	Scaled Score Total	Scaled Score	Average Test Age
Numerical Scale			
Memory Scale			
GLOBAL SCALES	Scaled Score Total	GIQ 8 / GIQ	Average Test Age
GIQ 8 Scale			
GIQ Scale			

The tables on pages 2 and 3 have been amended in the 1995 issue to make better provision for the GIQ 8 Scales. Proceed as follows:

1. Write the testee's chronological age in years and full months in the spaces on page 2.
2. Transfer the total raw scores of the different subtests to the column for raw scores on page 2. The raw scores of the three subtests of the Memory Scale must each be written in two places.
3. Use the age to identify the appropriate norm table in Tabel 1 in Part III of the manual, determine the scaled score for each subtest raw score and write it in the scaled score column on page 2.
4. Determine the test age for the raw score of each subtest with the help of Table 6 in Part III of the manual and write it in the test age column.
5. Determine the scaled score totals for the different composite subscales of the GIQ 8 Scale or the total GIQ Scale and write them in the appropriate row in the scaled score column. N.B.: For the VIQ 8 scaled score total the scaled scores of the first three verbal tests are summed, and for the VIQ scaled score total the scaled scores of all five verbal tests are summed. The same principle is applied to the PIQ 8 and PIQ Scales.
6. In order to determine the scaled score totals of the GIQ 8 and GIQ global scales, sum the scaled score totals of the VIQ 8 (or VIQ), PIQ 8 (or PIQ) and that of the Numerical Scale and write them in the scaled score column.
7. Determine the average test ages for the different composite scales by converting the test ages of the appropriate subtests to months (multiply years by 12 and add months), by calculating the average months and then by converting them back to years and months. Write them in the appropriate spaces in the test age column.
8. Transfer the scaled score totals of the composite scales on page 2 to the first column in the above table. Use Table 4 in Part III of the manual to determine the IQs or scaled scores for the composite scales and write them in the second column.
9. If necessary the average test ages can also be transferred from page 2 to this page.



WORKSHEET FOR THE CALCULATION OF A DEVIATION SCORE FOR AN ARBITRARY COMBINATION OF TESTS

Correlation of				Correlation of			
Test	with	Test	r	Test	with	Test	r
	X				X		
	X				X		
	X				X		
	X				X		
	X				X		
	X				X		
	X				X		
	X				X		
	X				X		
	X				X		
	X				X		
	X				X		
	X				X		
	X				X		
	X				X		
	X				X		
	X				X		
	X				X		
	X				X		
	X				X		
	X				X		
	X				X		
Sum of intercorrelations (Σr_{jk}) =							

Test	Scaled Score
Sum of scaled scores (ΣX) =	

$N^* =$

$a =$

$b =$

* N = number of tests

DEVIATION SCORE = $aEX + b$

=

Consult Part I of the manual for the method of calculating a Deviation Score.



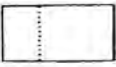

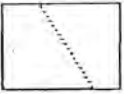
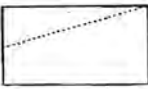
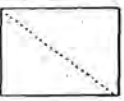
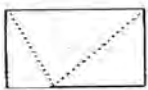
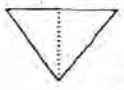
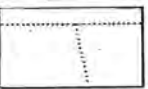
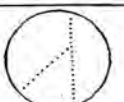
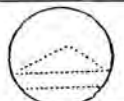
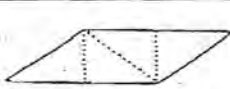
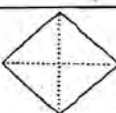
SCATTER ANALYSIS				
Test	Scaled Score	Deviation*	Significant deviation	
			5 % level	1 % level
SCATTER WITHIN THE VERBAL SCALE (VIQ SCALE)				
Vocabulary				
Ready Knowledge				
Story Memory				
Picture Riddles				
Word Association				
<i>Sum of Scaled Scores</i>				
<i>Average VIQ</i>				
SCATTER WITHIN THE PERFORMANCE SCALE (PIQ SCALE)				
Form Board				
Block Designs				
Absurdities A				
Absurdities B				
Form Discrimination (A+B)				
<i>Sum of Scaled Scores</i>				
<i>Average PIQ Scaled Score</i>				
SCATTER WITHIN THE GLOBAL SCALE (GIQ SCALE)				
Form Board				
Vocabulary				
Ready Knowledge				
Number and Quantity Concepts				
Memory for Digits				
Block Designs				
Story Memory				
Picture Riddles				
Word Association				
Absurdities A				
Absurdities B				
Form Discrimination				
<i>Sum of Scaled Scores</i>				
<i>Average GIQ Scaled Score</i>				

* Indicate a positive deviation with a plus sign (+) and a negative deviation with a minus sign (-), for example +3.51, -2.01.

FORM BOARD (3 TO 8 YEARS*)

VOU

- All testees begin with the example and then go on to Item 1.
- Testees may only be helped with Item 1.
- DISCONTINUE the test after 3 consecutive 0 scores.

Item	Time limit	Scoring	Testee's time	Score 2, 1 or 0
Ex.  (2 green parts) (help)	none			
1.  (2 orange parts) (help)	90"	01" - 10" = 2 11" - 90" = 1 91"+ = 0		
2.  (2 purple parts)	90"	01" - 15" = 2 16" - 90" = 1 91"+ = 0		
3.  (2 yellow parts)	90"	01" - 20" = 2 21" - 90" = 1 91"+ = 0		
4.  (2 purple parts)	90"	01" - 10" = 2 11" - 90" = 1 91"+ = 0		
5.  (3 yellow parts)	90"	01" - 30" = 2 31" - 90" = 1 91"+ = 0		
6.  (2 red parts)	90"	01" - 25" = 2 26" - 90" = 1 91"+ = 0		
7.  (3 yellow parts)	90"	01" - 40" = 2 41" - 90" = 1 91"+ = 0		
8.  (3 orange parts)	90"	01" - 25" = 2 26" - 90" = 1 91"+ = 0		
9.  (4 orange parts)	90"	01" - 35" = 2 36" - 90" = 1 91"+ = 0		
10.  (4 red parts)	120"	01" - 50" = 2 51" - 120" = 1 121"+ = 0		
11.  (4 red parts)	120"	01" - 55" = 2 56" - 120" = 1 121"+ = 0		

Transfer the total raw score for this test as well as the total raw scores for all the tests that follow to page 2 for further calculations.

Total raw score
Maximum = 22

--

The JSAIS was later also standardized on six to eight-year-old-pupils attached to the former Education Departments of: House of Delegates (22 tests) and House of Representatives (12 GIQ Tests).



- Cards **a** and **b** are presented to three to five-year-olds only. Irrespective of the score on these cards, the picture booklet is then presented. Where necessary, help three to five-year-olds with Items i, ii, v and 1-3 of the picture booklet.
- Six to eight-year-olds begin with Item 5 of the picture booklet after they have done the two practise examples. If **Example b** is done correctly without assistance, give 1 point. If necessary, children in this age group may be helped with Item 5. (See Manual for full details.)
- **DISCONTINUE** the test after **4** consecutive failures on the items of the picture booklet.

Item	Response	Score 1 or 0	Item	Response	Score 1 or 0
Card a			11. friendly	b	
Ex. key (help)			12. swan	c	
i lock (help)			13. calendar	d	
ii lamp (help)			14. wool	b	
iii drum			15. sad	c	
iv cradle			16. temperature	c	
Kaart b			17. fear	a	
v going up (help)			18. weapon	b	
vi pulling something			19. freckles*	b	
Picture booklet			20. swarm	a	
Ex. a tree (help) b			21. flame	a	
Ex. b boiling (help) b			22. abyss**	a	
1. tortoise (help) c			23. funny	a	
2. gate (help) c			24. vehicle	c	
3. dreaming (help) d			25. insect	c	
4. tricycle b			26. reptile	d	
5. sieve (help 6-8 y.) d			27. fastest	b	
6. turkey d			28. pair	a	
7. fence b			29. astonishment	b	
8. teasing a			30. reflection	b	
9. straight c			31. aquarium	a	
10. hurrying b			32. motionless	a	

*Do not administer this item to Indians as it was skipped during the standardization (maximum = 38).

** The word "cliff" may be used because "abyss" appears to discriminate against English-speaking children.

Total raw score

Maximum = 39

--



READY KNOWLEDGE (3 TO 8 YEARS)

Three to five-year-olds begin with Item 1, six to eight-year-olds with Item 7.
DISCONTINUE the test after 4 consecutive failures.

Item	Score 1 or 0
1. <i>Are you a little boy or a little girl?</i> (help)	1
2. <i>What do we call this finger?</i> (Tester shows his thumb) (help)	1
3. <i>Show me your chin.</i> (help)	1
4. <i>Show me your elbow.</i>	1
5. <i>What do we call this finger?</i> (Tester shows his little finger)	2
6. <i>What does one use a stove for?</i>	2
7. <i>Why do you have eyes?</i> (Help six to eight-year-olds)	2
8. <i>Why do you have a nose?</i> (If testee says: <i>to sniff</i> or <i>to blow</i> , say: <i>Why else?</i>)	2
9. <i>What does one use a watch for?</i> (If testee says: <i>to look at</i> , <i>to go to work</i> , <i>to see</i> , etc., say: <i>For what else?</i>)	2
10. <i>Name two things that are seen in the sky and nowhere else.</i> (Testee must mention two things to score 1 point)	2
11. <i>What animal has the longest neck?</i>	2
12. <i>Which is the longer - a week or a month?</i>	2
13. <i>Can you touch the sun? Why not?</i> (Testee must give the correct answer <u>and</u> an acceptable reason to score 1 point)	2



Item	Score 1 or 0
14. <i>Why can a ball roll?</i>	
15. <i>Why are windows made of glass?</i>	
16. <i>Where can one see a live elephant?</i>	
17. <i>What does a chemist do?</i>	
18. <i>How many times in a year do you have a birthday?</i>	
19. <i>What day of the week is it today?</i>	
20. <i>What day was it yesterday? What day will it be tomorrow?</i> <i>(Both questions must be answered correctly to earn 1 point)</i>	
21. <i>Tomorrow, will you be older or younger than you are today?</i>	
22. <i>In what month does your birthday fall? (Check answer with information on page 1)</i>	
23. <i>Why can one walk on the moon but not on the sun?</i>	
24. <i>Which is smaller - a gnat or a mosquito?</i>	
25. <i>What bird lays the biggest eggs?</i>	
26. <i>How many wheels does a rowing boat have?</i>	
27. <i>What month is it now?</i>	
28. <i>What does one call the clothes worn by a soldier?</i>	
Total raw score Maximum = 28	



NUMBER AND QUANTITY CONCEPTS: PART A (3 TO 8 YEARS)

NU

- Three to five-year-olds begin with the example for which 1 point is given if it is answered correctly.
- Six to eight-year-olds begin with Item 8.
- DISCONTINUE the test after 3 consecutive failures. Six to eight-year-olds must also do Part B.

Item	Correct response	Response / Correct or wrong	Score: 1 or 0
Ex. balls (help)	c*		
1. sticks (help)	b		
2. stars (help)	a		
3. birds	2		
4. fish	c		
5. poles	top		
6. buttons	4		
7. hearts	a		
8. ropes (help 6-8 y.)	a		
9. ducks	d		
10. buttons	a		
11. buttons	c		
12. dots	a		
13. ink	c		
14. ½ of a tart	a		
15. stars	5		
16. glasses	a		
17. apples	5		
18. dots	d		
19. pigs	c		
20. bird cages	1		
21. birds	3		
22. ¼ of a tart	a or c		
23. scales	c		
24. birds sitting on fence	2		
25. cups and saucers	same number		
26. socks	5		
27. small bags	between d and e		
28. marbles	c		
29. walking-sticks	c		
30. watches	c		

1
2
3
4
5
6
7
8
9
1
1
1
1
1
1

Us
eq

Tra
Sur
Us

Use Part A to calculate the GIQ 8 or the GIQ for three to five-year-olds.

Part A: Total raw score
Maximum = 31

--

* Imaginary alphabetical symbols used to mark correct pictures from left to right in reading sequence as seen by testee.

NUMBER AND QUANTITY CONCEPTS:



- All testees begin with Item 1.
- **DISCONTINUE** the test after **3** consecutive failures.

Item	Correct response	Response / Correct or wrong	Score: 1 or 0
1. sweets	4		
2. birds	2		
3. cents left	6		
4. cents all together	9		
5. number (less)	5		
6. marbles	3		
7. apples (cents)	5		
8. pen	5		
9. apples (halves)	3		
10. Anne	8		
11. dogs	16		
12. apples (children)	3		
13. more girls	1		
14. change	70c		
15. number	5		

Use both Part A and Part B to calculate the GIQ 8 or the GIQ for six to eight-year-olds.

Part B: Total raw score
Maximum = 15

--

Transfer the total raw scores for Part A and Part B to this table.
Sum the raw score totals of Parts A and B.
Use the A+B raw score for further calculations for six to eight-year-olds.

Parts of Number and Quantity	Raw Score Total
Part A	
Part B	
Part A + Part B (Maximum = 46)	



MEMORY FOR DIGITS

BL

- All testees begin with Item 1 of Part A.
- DISCONTINUE** Part A after failure on both trials of any item. Six to eight-year-olds must also do Part B.

PART A: FORWARD SERIES (3 TO 8 YEARS)

Item	Trial 1	Response / Correct or wrong	Trial 2	Response / Correct or wrong	Score 2, 1 or 0
1	6 - 4		7 - 2		
2	5 - 8 - 3		8 - 3 - 4		
3	4 - 3 - 7 - 1		5 - 1 - 6 - 8		
4	3 - 4 - 8 - 2 - 9		8 - 2 - 5 - 6 - 1		
5	9 - 7 - 4 - 1 - 8 - 3		3 - 9 - 6 - 4 - 8 - 7		
6	3 - 7 - 1 - 2 - 4 - 5 - 8		5 - 8 - 2 - 9 - 1 - 3 - 6		

Use Part A to calculate the GIQ 8 and the GIQ for three to five-year-olds.

Part A: Total raw score
Maximum = 12

--

PART B: BACKWARD SERIES (6 TO 8 YEARS)

- DISCONTINUE** Part B after failure on both trials of any item.

Item	Trial 1	Response / Right or wrong	Trial 2	Response / Right or wrong	Score 2, 1 or 0
1	3 - 6		4 - 1		
2	7 - 4 - 5		6 - 2 - 7		
3	2 - 7 - 6 - 9		9 - 4 - 3 - 8		
4	3 - 1 - 5 - 4 - 7		8 - 5 - 7 - 9 - 2		

Use both Part A and Part B to calculate the GIQ 8 or the GIQ for six to eight-year-olds.

Part B: Total raw score
Maximum = 8

--

Transfer the total raw score for Part A and Part B to this table.
Sum the raw score totals of Parts A and B.
Use the A+B raw score for further calculations for six to eight-year-olds.



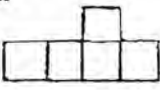
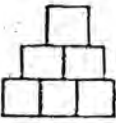






Parts of Number and Quantity	Raw Score Total
Part A	
Part B	
Part A + Part B (Maximum = 20)	

1
2
3
4
5
6
7
8
9
10

* D
No

BLOCK DESIGNS (3 TO 8 YEARS)

- Three to five-year-olds begin with Item 1; six to eight-year-olds begin with Item 5.
- DISCONTINUE the test after 3 consecutive 0 scores (6 consecutive trials).









Item*	Trial	Time	Scoring	Score
1. tower 	1 M*		6 blocks correct = 3	(0-3)
	2 M		6 blocks correct = 3 4/5 blocks correct = 2 2/3 blocks correct = 1	
2. chair 	1 M		3 blocks correct = 2	(0-2)
	2 M		3 blocks correct = 2 2 blocks correct = 1 Correct opposite direction = 1	
3. train 	1 M		5 blocks correct = 2	(0-2)
	2 M		5 blocks correct = 2 Correct base = 1 Correct placement top = 1	
4. stairs 	1 M		6 blocks correct = 3	(0-3)
	2 M		6 blocks correct = 3 Base row correct = 1 Second row correct = 1	
5. 	1 M 60°		1°-20° = 4 21°-35° = 3 36°-60° = 2	(0-4)
	2 M D 60°		1°-60° = 1 61°+ = 0	
6. 	1 M 60°		1°-17° = 4 18°-30° = 3 31°-60° = 2	(0-4)
	2 M D 60°		1°-60° = 1 61°+ = 0	
7. 	1 M D 90°		1°-8° = 4 9°-14° = 3 15°-90° = 2	(0-4)
	2 M D 90°		1°-90° = 1 91°+ = 0	
8. 	1 M ND 90°		1°-7° = 4 8°-13° = 3 14°-90° = 2	(0-4)
	2 M D 90°		1°-90° = 1 91°+ = 0	
9. 	1 M D 90°		1°-11° = 4 12°-25° = 3 26°-90° = 2	(0-4)
	2 M D 90°		1°-90° = 1 91°+ = 0	
10. 	1 M D 90°		1°-12° = 4 13°-25° = 3 26°-90° = 2	(0-4)
	2 M D 90°		1°-90° = 1 91°+ = 0	

* Drawings as seen by the tester. See next page for symbols.

Note: If necessary, two trials are allowed for all items. From Item 7 onwards a design card is also presented for every item.



BLOCK DESIGNS (continued)

Item*	Trial	Time	Scoring	Score
11. 	1 NM ND 90°		1°-20° = 4 21°-40° = 3 41°-90° = 2	(0-4)
	2 NM D 90°		1°-90° = 1 91°+ = 0	
12. 	1 M D 120°		1°-29° = 4 30°-54° = 3 55°-120° = 2	(0-4)
	2 M D 120°		1°-120° = 1 121°+ = 0	
13. 	1 M ND 120°		1°-20° = 4 21°-36° = 3 37°-120° = 2	(0-4)
	2 M D 120°		1°-120° = 1 121°+ = 0	
14. 	1 NM D 120°		1°-23° = 4 24°-38° = 3 39°-120° = 2	(0-4)
	2 NM D 120°		1°-120° = 1 121°+ = 0	
15. 	1 NM D 120°		1°-56° = 4 57°-91° = 3 92°-120° = 2	(0-4)
	2 NM D 120°		1°-120° = 1 121°+ = 0	
16. 	1 NM ND 150°		1°-59° = 4 60°-89° = 3 90°-150° = 2	(0-4)
	2 NM D 150°		1°-150° = 1 151°+ = 0	
17. 	1 NM ND 150°		1°-97° = 4 98°-131° = 3 132°-150° = 2	(0-4)
	2 NM D 150°		1°-150° = 1 151°+ = 0	
18. 	1 NM ND 150°		1°-83° = 4 84°-121° = 3 122°-150° = 2	(0-4)
	2 NM D 150°		1°-150° = 1 151°+ = 0	

Total raw score
Maximum = 66

* Drawings as seen by the tester.

- M means the tester builds a model and leaves it on the table.
- NM means only a design card is presented, not a model as well.
- D means the tester demonstrates the item with the testee's blocks.
- ND means the tester does not demonstrate the item.

STORY MEMORY (3 TO 8 YEARS)



- Read only the first paragraph to three to five-year-olds.
- Read both paragraphs without interruption to six to eight-year-olds.
- Acceptable alternative responses are indicated in brackets.

<u>Mummy</u> (Mama, Mrs) and	<input type="radio"/>
<u>Daddy</u> (Papa, Mr)	<input type="radio"/>
<u>Mouse</u> had	<input type="radio"/>
<u>two</u>	<input type="radio"/>
<u>little baby mice</u> (children).	<input type="radio"/>
Their names were <u>Winkle</u>	<input type="radio"/>
and <u>Twinkle</u> .	<input type="radio"/>
Last <u>Monday</u> they	<input type="radio"/>
went to <u>visit</u>	<input type="radio"/>
Mr and Mrs <u>Frog</u> (the Frogs).	<input type="radio"/>
The Frogs were <u>glad</u> to see them	<input type="radio"/>
and gave them <u>tea</u>	<input type="radio"/>
and <u>cookies</u> .	<input type="radio"/>
<u>On the way home</u> the	<input type="radio"/>
little mice (children, Winkle and Twinkle)	
picked <u>red</u>	<input type="radio"/>
and <u>yellow</u>	<input type="radio"/>
<u>flowers</u> .	<input type="radio"/>
They also saw some <u>sheep</u>	<input type="radio"/>
and <u>ten</u>	<input type="radio"/>
<u>cows</u> in	<input type="radio"/>
the <u>veld</u> .	<input type="radio"/>
<i>Stop here for three to five-year-olds.</i>	
<i>Use this raw score for further calculations.</i>	
Total raw score	<input type="text"/>
Maximum = 21	

<i>(Continue from here for six to eight-year-olds)</i>	
At home <u>Twinkle</u> arranged (put) the flowers	<input type="radio"/>
in a <u>vase</u>	<input type="radio"/>
and put it on a <u>table</u>	<input type="radio"/>
in the <u>dining-room</u>	<input type="radio"/>
<u>Mummy</u> (Mama, Mrs) Mouse	<input type="radio"/>
prepared (made) <u>supper</u> (food).	<input type="radio"/>
After they had <u>eaten</u>	<input type="radio"/>
and <u>bathed</u> (washed),	<input type="radio"/>
the <u>children</u> (small mice,	<input type="radio"/>
Winkle and Twinkle)	
<u>went to bed</u> (went to sleep).	<input type="radio"/>
<u>Daddy</u> (Papa, Mr) Mouse was	<input type="radio"/>
still reading his <u>newspaper</u> .	<input type="radio"/>
<i>Use this raw score for six to eight-year-olds.</i>	
Total raw score	<input type="text"/>
Maximum = 33	

Comments:

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WC

PICTURE RIDDLES (3 TO 8 YEARS)

- Three to five-year-olds begin with Item 1; Six to eight-year-olds begin with Item 12.
- DISCONTINUE the test after 4 consecutive failures.

Item	Correct response	Response / Correct or wrong	Score: 1 or 0
1. little boy (help)	above		
2. see better (help)	spectacles		
3. very high	ladder		
4. flower	centre		
5. four legs	giraffe		
6. swim	fish		
7. milk	cow		
8. swim the best	fish		
9. round	apple		
10. rains	umbrella		
11. sing	bird		
12. duckling (help 6-8 y.)	last		
13. bleat (help 6-8 y.)	sheep		
14. money	bicycle		
15. lightest	feather		
16. fly	kite		
17. tree	leaf		
18. whiskers	cat		
19. four legs	cat		
20. legs	table		
21. tell	book		
22. eye	needle		
23. teeth	comb		
24. lock and sock	hen		
25. mat	tub		
26. does not rhyme	elephant		
Total raw score Maximum = 26			

1
1
1
1
1
1
1
1
1
2
2
2
2
2
2
2
2
2
2
2
2
3



WORD ASSOCIATION (3 TO 8 YEARS)

- All testees begin with Item 1.
- DISCONTINUE the test after 4 consecutive failures.

Item	Response / Correct or wrong	Score 1 or 0
1. <i>A mouse is small and an elephant is ...</i> (help) (big)		
2. <i>One can ride in a train and one can also ride in ...</i> (help) (motor, car, bus, train, plain, etc.)		
3. <i>In summer it is warm and in winter it is ...</i> (help) (cold)		
4. <i>A bird flies and a fish ...</i> (swims)		
5. <i>A tortoise is slow and a hare (rabbit) is ...</i> (fast)		
6. <i>Stones are hard and wool is ...</i> (soft)		
7. <i>People build houses and birds build ...</i> (nests)		
8. <i>Houses are made of bricks and windows of ...</i> (glass)		
9. <i>A rabbit's ears are long and a cat's ears are ...</i> (short)		
10. <i>During the day it is light and at night it is ...</i> (dark)		
11. <i>A block is square and a marble is ...</i> (round)		
12. <i>The sea is wet and the desert is ...</i> (dry)		
13. <i>A feather is light and a stone is ...</i> (heavy)		
14. <i>Boys become men and girls become ...</i> (women, ladies)		
15. <i>When a child cries he is sad and when he laughs he is ...</i> (happy, glad, gay)		
16. <i>Children are young and grandparents are ...</i> (old)		
17. <i>A horse sleeps in a stable and a pig sleeps in a ...</i> (sty, pen*)		
18. <i>The point of a knife is sharp and the point of a walking-stick is ...</i> (blunt)		
19. <i>Dogs have hair and birds have ...</i> (feathers)		
20. <i>Peas are vegetables and peaches are ...</i> (fruit)		
21. <i>In the morning it is early and at night it is ...</i> (late)		
22. <i>Lions eat meat and buck eat ...</i> (grass, bushes, leaves)		
23. <i>Open and shut, top and ...</i> (bottom)		
24. <i>Left and right, black and ...</i> (white)		
25. <i>Sugar is sweet and vinegar is ...</i> (sour)		
26. <i>Dogs bark and lions ...</i> (roar)		
27. <i>Dogs are tame and wolves are ...</i> (wild)		
28. <i>A see-saw goes up and down, a saw goes ...</i> (to and fro, backwards and forwards, round and round)		
29. <i>Short and fat, tall and ...</i> (thin, slender)		
30. <i>Dirty and dull, clean and ...</i> (bright, shiny)		

* "Pen" may be accepted, although not used during standardization.

Total raw score

Maximum = 30

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ABSURDITIES A: MISSING PARTS (3 TO 8 YEARS)

- All testees begin with Item 1.
- **DISCONTINUE** the test after 4 consecutive failures.

Item	Response / Correct or wrong	Score 1 or 0	Item	Response / Correct or wrong	Score 1 or 0
1. spectacles (help)			12. hand		
2. cup (help)			13. jug		
3. comb			14. watch		
4. wheelbarrow			15. car		
5. washing-line			16. foot		
6. rabbit			17. girl (face)		
7. butterfly			18. watch		
8. elephant			19. girl		
9. jacket			20. washing-line		
10. flower			Total raw score Maximum = 20		
11. candle					

ABSURDITIES B: ABSURD SITUATIONS (3 TO 8 YEARS)

- All testees begin with Item 1.
- **DISCONTINUE** the test after 4* consecutive failures.

Item	Testee's response	Score 1 or 0
1.	(help)	
2.	(help)	
3.		
4.		
5.		
6.		
7.		
8.		
9.		
10.		
11.		
12.		
13.		
14.		
15.		
16.		
17.		
Total raw score Maximum = 17		

* In 1992 the discontinuation rule was changed to 4 consecutive failures.

Note: Absurdities A and Absurdities B are two separate tests.



- All testees must do both parts.
- DISCONTINUE Part A after 3 consecutive failures and proceed with Part B.

PART A: COLOURED FIGURES

Item	Response / Correct or wrong	Score 1 or 0	Item	Response / Correct or wrong	Score 1 or 0
1. (help) a			8. b		
2. (help) b			9. c		
3. d			10. c		
4. d			11. b		
5. c			12. b		
6. c			Part A: Total raw score (Maximum = 12)		
7. a					

PART B: BLACK AND WHITE FIGURES

- DISCONTINUE Part B after 3 consecutive failures.

Item	Response / Correct or wrong	Score 1 or 0	Item	Response / Correct or wrong	Score 1 or 0
1. (help) d			12. c		
2. (help) d			13. b		
3. c			14. c		
4. d			15. b		
5. b			16. d		
6. a			17. d		
7. d			18. b		
8. d			19. b		
9. d			20. b		
10. a			Part B: Total raw score (Maximum = 20)		
11. b					

Transfer the total raw scores for Part A and Part B to this table.
Sum the raw score totals of Parts A and B.
Use the A+B raw score total for further calculations for all testees.

Parts of Form Discrimination	Raw Score Total
Part A	
Part B	
Part A + Part B (Maximum = 32)	

Promotion Schedule: Grades 1 and 2.
Aanhangsel C

DEPARTMENT OF EDUCATION-

Letaba Landgoed

Circuit: Mokwankwa Grade: 1

Exam: November 1999.

Ekspen-
mentle
groep.

Kontrole
groep.

Names of Learner	Years in Phase	Age	Literacy (Language)	Numeracy (Mathematics)	Life Skills	Average	Competent	Not competent	Remarks
			Must be competent in Literacy (Language) as well as Numeracy (Mathematics) 1 = Skills not yet developed, 4 = Skills fully developed						
Respondent 1	1	6	3	3	3	3	✓		Good
Respondent 2	1	6	4	4	4	4	✓		Excellent.
Respondent 3	1	6	4	4	4	4	✓		Good
Respondent 4	1	6	3	4	3	3	✓		Good.
Respondent 1	1	6	3	2	3	2	✓		Fair
Respondent 2	1	6	3	3	3	3	✓		Fair
Respondent 3	1	6	3	3	3	3	✓		Good
Respondent 4	1	6	3	4	3	3	✓		Good.

Teacher No. Pass:..... Approved by _____ Stamp
 No. Not Competent:.....

Respondente van eksp. groep sowel as kontrolegroep was 6 jaar oud tydens afneem van PSAIS-skale gedurende Aug. 1999. Almal het gedurende Sept 1999 tot Des. 1999 7 jaar oud geword.

Itsoepimentele groep.
Kontrole groep.

DEPARTMENT OF EDUCATION-

'Letaba Landgoed

Circuit: Mokantowa Grade: 2

Exam: November 1999

Names of Learner	Years in Phase	Age	Literacy (Language)	Numeracy (Mathematics)	Life Skills	Average	Competent	Not competent	Remarks
			Must be competent in Literacy (Language) as well as Numeracy (Mathematics) 1 = Skills not yet developed, 4 = Skills fully developed						
Itsoep. Groep. Respondent 5	1	8	4	4	4	4	C		Excellent
Respondent 6	1	8	2	3	3	3	C		Good
Respondent 7	1	8	2	3	3	3	C		Good
Kontrole Groep. Respondent 5	1	8	4	3	4	4	C		Good.
Respondent 6	1	8	3	3	3	3	C		Good
Respondent 7	1	8	4	4	4	4	C		Excellent.

Teacher

No. Pass:

No. Not Competent:

Stamp

Approved by _____

