**Scoring the Early Human Capability Index (eHCI) – Chinese version**

The Chinese version of the eHCI includes 62-items. Three of the items provide information on the child’s height, weight and presence of disabilities/special needs. The other 59 items are all dichotomous (Yes/No, or Can/Can’t) and these items are used to create nine scale score. The number of items within each scale ranges between 3 and 12, with an average of 6 items per scale. Most items are positively worded so that the “Yes/Can” response is scored as 1, and the “No/Can’t” response is scored as 0. Five items are reverse scored and these are shown in red below.

**Table 1: Scoring the nine domains of the Chinese version of the eHCI**

| **Item** | **Domain** | **Response options** |
| --- | --- | --- |
|  | **General Verbal Communication** | **Can** | **Can’t** |
|  01 | Can this child communicate their needs by crying or pointing? | 1 | 0 |
|  02 | Can this child understand local language? | 1 | 0 |
|  03 | Can this child use words to get their needs met? | 1 | 0 |
|  04 | Can this child tell you about their day using a single word or simple sentence? | 1 | 0 |
|  05 | Can this child tell you about their day using multiple sentences? | 1 | 0 |
|  06 | Can this child take turns speaking in a conversation? | 1 | 0 |
|  | **Approaches to learning** | **Yes** | **No** |
|  07 | Does this child show more curiosity about something new ….? | 1 | 0 |
|  08 | Does this child investigate/explore the function of a new toy/game/puzzle ..? | 1 | 0 |
|  09 | Is this child always wanting to learn new things? | 1 | 0 |
|  10 | When in an unfamiliar environment … does this child feel free to explore?  | 1 | 0 |
|  11 | Is this child always diligent in their approach to a new job or task? | 1 | 0 |
|  12 | Does this child try to find out answer if she/he does not understand something? | 1 | 0 |
|  | **Numeracy and concepts** | 1 | 0 |
|  13 | Can this child recognise geometric shapes (e.g. triangle, circle, square)? | **Can** | **Can't** |
|  14 | Can this child name and identify at least 3 colours? | 1 | 0 |
|  15 | Can this child sort and classify objects by common characteristics (e.g. shape..)? | 1 | 0 |
|  16 | Can this child name and recognise the symbol of all numbers from 1 to 10? | 1 | 0 |
|  17 | Can this child count to 10? | 1 | 0 |
|  18 | Can this child count to 20? | 1 | 0 |
|  19 | Can this child count to 100? | 1 | 0 |
|  20 | Does this child know that a horse is taller than a dog? | 1 | 0 |
|  21 | Does this child know the order of the day (e.g. morning, then afternoon …?) | 1 | 0 |
|  22 | Does this child understand the concepts of yesterday, today and tomorrow? | 1 | 0 |
|  23 | Does this child know that a vehicle weighs more than a cup? | 1 | 0 |
|  24 | Does the child know that the number 8 is bigger than the number 2?  | 1 | 0 |
|  |  |  |  |
|  | **Formal literacy - reading** | **Can** | **Can't** |
|  25 | Can this child recognise 10 Chinese characters? | 1 | 0 |
|  26 | Can this child recognise 20 Chinese characters? | 1 | 0 |
|  27 | Can this child recognise 100 Chinese characters? | 1 | 0 |
|  28 | Can this child hold one book in right way? | 1 | 0 |
|  29 | Can this child follow reading directions? (i.e. left to right, top to bottom) | 1 | 0 |
|  30 | Can this child read a book and turn pages by himself? | 1 | 0 |
|  31 | Can this child read simple sentences? | 1 | 0 |
|  32 | Can this child read complex sentences? | 1 | 0 |
|  | **Formal literacy - writing** | **Can** | **Can't** |
|  33 | Can this child scribble on a page using a pen/pencil/crayon? | 1 | 0 |
|  34 | Can this child write at least 3 characters? | 1 | 0 |
|  35 | Can this child write short and simple sentences? | 1 | 0 |
|  | **Cultural identity and spirituality** | **Yes** | **No** |
|  36 | Can this child show sympathy or compassion for others? | 1 | 0 |
|  37 | Can this child tolerate mistakes of others? | 1 | 0 |
|  38 | Can this child identify two culturally important food/dishes? | 1 | 0 |
|  39 | Does this child talk politely? | 1 | 0 |
|  40 | Does this child also treat the people well if those people treated him/he well? | 1 | 0 |
|  41 | Does this child demonstrate respect for adults? | 1 | 0 |
|  42 | Is this child good to his or her parents? | 1 | 0 |
|  | **Social and emotional wellbeing and skills** | **Yes** | **No** |
|  43 | Is the child happy to share their toys and belongings? | 1 | 0 |
|  44 | Does this child take care of their own things? | 1 | 0 |
|  45 | Does this child demonstrate respect for other children? | 1 | 0 |
|  46 | Does this child accept responsibility for their actions?  | 1 | 0 |
|  47 | Is this child considerate of other people's feelings? | 1 | 0 |
|  48 | Is this child always helpful? | 1 | 0 |
|  49 | Is this child friendly to other children? | 1 | 0 |
|  50 | Does this child kick, bite or hit adults or other children?  | **0** | **1** |
|  51 | Is this child impatient?  | **0** | **1** |
|  52 | Does this child always understand the difference between right and wrong?  | 1 | 0 |
|  | **Perseverance** | **Yes** | **No** |
|  53 | Does this child always perform tasks independently?  | 1 | 0 |
|  54 | Does this child always keep at a task until they are finished? | 1 | 0 |
|  55 | Does this child need constant reminding to finish something off? | **0** | **1** |
|  56 | Does this child get easily distracted from a task?  | **0** | **1** |
|  | **Physical Health** | **Yes** | **No** |
|  57 | Is this child sickly or looked after poorly  | **0** | **1** |
|  58 | Does this child have good hygiene i.e. always wash their hands after toileting? | 1 | 0 |
|  60 | Does this child have a regular diet? | 1 | 0 |

The scale scores for each domain are calculated by taking the average score of all items within that domain. As such, all domains have scores between 0 and 1, where higher scores represent better development. Domain scores are calculated provided that no more than 20% of scores are missing (see details below).

|  |  |  |
| --- | --- | --- |
| Domains  | Items per scale | Non-missing items needed to calculate scale |
| Verbal Communication | 6 | 4 |
| Approaches to Learning | 6 | 4 |
| Numeracy and concepts | 12 | 9 |
| Formal literacy - reading | 8 | 6 |
| Formal literacy - writing | 3 | 2 |
| Cultural identity and spirituality | 7 | 5 |
| Social and emotional wellbeing and skills | 10 | 8 |
| Perseverance | 4 | 3 |
| Physical Health | 3 | 2 |

Two summary indicators can also be calculated.

1. The **Literacy/numeracy scale** is made up of the 12 items from the Numeracy and concepts scale, the 8 items in the Formal literacy (reading) scale, and the 3 items in the Formal literacy (writing) scale. The average of these 23 items is calculated provided that at least 18 items are non-missing.
2. The **overall development scale** is calculated by taking the average of the nine scale scores, provided that data is non-missing for at least seven of the scales.
* Verbal Communication
* Approaches to Learning
* Numeracy and concepts
* Formal literacy – reading
* Formal literacy - writing
* Cultural identity and spirituality
* Social and emotional wellbeing and skills
* Perseverance
* Physical Health

*Note. The current computation of scale scores and summary indicators represents a work in progress. The instrument properties are still being validated and changes may still occur as further reliability and validity studies are conducted. The development of the eHCI involves a process of continuous improvement.*