



GOVERNMENT OF SĀMOA
MINISTRY OF EDUCATION, SPORTS & CULTURE

Identification Number.....

The Samoan Early Human Capability Index (SECHI)
Back translated to English
Teachers Questionnaire

For each question, please mark the box that represents your answer. It is very important to remember that children do not develop and learn at the same rate, for example, some children learned to walk earlier than others and this is normal and ok. It doesn't matter if the children don't know how to answer all the questions in this survey. The most important thing is to give the true and honest answer.

We are trying to find out the true status of the children, so that we can give the best help. The survey is not to rate the parenting style but to get the general information about the children and for us to know where we can offer the best help. The data is kept confidential and also the child's name.

Name of the Surveyer _____

Background Information

A Child's name: _____

B Date of Birth: ____ / ____ / ____

C Gender: **Boys** **Girls**
 (1) (2)

D Child's Mother's education level
Primary **Started High School**
 (1) (2)
Completed High **Tertiary**
 (3) (4)

E Village where the child lives: _____

Physical Health

1	Child's height	_____cm		
2	Child's weight	_____kg		
3	Does this child usually sick?		Yes <input type="radio"/>	No <input type="radio"/>
4a	Does the child have special needs?		<input type="radio"/>	<input type="radio"/>
4b	If yes, please specify _____ _____			
5	Does this child have good hygiene? eg: always wash hands after toileting		Yes <input type="radio"/>	No <input type="radio"/>
6	Does this child live independently of his/her parents at all times?(eg: does not need help with dressing up)		<input type="radio"/>	<input type="radio"/>
7	Does the child know the difference between healthy and unhealthy food?		<input type="radio"/>	<input type="radio"/>

General conversation

		Yes	No
8	Can this child use a group of words in conversation?	<input type="radio"/>	<input type="radio"/>
9	Can this child use sentences when they talks?	<input type="radio"/>	<input type="radio"/>
10	Can this child know how to drag a conversation into what she/he wants to talk to?	<input type="radio"/>	<input type="radio"/>
11	Can this child describe things in detail with good Samoan words?	<input type="radio"/>	<input type="radio"/>
12	Can this child hold an adult conversation? Eg: always ask questions	<input type="radio"/>	<input type="radio"/>

Cultural and Christianity

Achieved **Not Achieved**

- | | | | |
|----|--|-----------------------|-----------------------|
| 13 | Does the child show respect and compassion to others? | <input type="radio"/> | <input type="radio"/> |
| 14 | Can this child name two Samoan foods? | <input type="radio"/> | <input type="radio"/> |
| 15 | Can the child identify two local plants that provide food/fruits? | <input type="radio"/> | <input type="radio"/> |
| 16 | Can this child show the Samoan cultural values of humility? | <input type="radio"/> | <input type="radio"/> |
| 17 | Do you believe and trust that this child can do anything that you ask him or her to do? | <input type="radio"/> | <input type="radio"/> |
| 18 | Can this child share and work co-operatively with others? | <input type="radio"/> | <input type="radio"/> |
| 19 | Does the child participate in community cultural routine? (eg: sports and entertainment) | <input type="radio"/> | <input type="radio"/> |
| 20 | Can this child say a short prayer? | <input type="radio"/> | <input type="radio"/> |

Social and Emotional Wellbeing

- | | | Yes | No |
|----|---|-----------------------|-----------------------|
| 21 | Is this child happy to share toys and other belongings? | <input type="radio"/> | <input type="radio"/> |
| 22 | Can this child take care of her/his own belongings? | <input type="radio"/> | <input type="radio"/> |
| 23 | Can this child demonstrate respect for adults? | <input type="radio"/> | <input type="radio"/> |
| 24 | Can this child demonstrate respect for children? | <input type="radio"/> | <input type="radio"/> |
| 25 | Can this child accept decision making for her/his action? | <input type="radio"/> | <input type="radio"/> |
| 26 | Is this child considerate of other people's feelings? | <input type="radio"/> | <input type="radio"/> |

- | | | | |
|----|---|-----------------------|-----------------------|
| 27 | If you discipline this child on appropriate behavior, does he/she learn or not? | <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 | Is this child playful and undisciplined? | <input type="radio"/> | <input type="radio"/> |
| 31 | Is this child impatient? | <input type="radio"/> | <input type="radio"/> |
| 32 | Does this child know the difference between right and wrong? | <input type="radio"/> | <input type="radio"/> |
| 33 | Does this child follow simple commands? | <input type="radio"/> | <input type="radio"/> |

Perseverance

- | | | Yes | No |
|----|---|-----------------------|-----------------------|
| 34 | Can this child perform tasks independently? | <input type="radio"/> | <input type="radio"/> |
| 35 | Does this child always do tasks completely? | <input type="radio"/> | <input type="radio"/> |
| 36 | Is this child usually ordered to complete tasks? | <input type="radio"/> | <input type="radio"/> |
| 37 | Does this child lose interest easily and give up? | <input type="radio"/> | <input type="radio"/> |

Approaches to Learning

- | | | Yes | No |
|----|---|-----------------------|-----------------------|
| 38 | Does this child show more curiosity about something new and keep asking questions about something familiar? | <input type="radio"/> | <input type="radio"/> |
| 39 | Does this child happy to explore and investigate the function of his/her toys? | <input type="radio"/> | <input type="radio"/> |

- | | | | |
|----|---|-----------------------|-----------------------|
| 40 | Does this child always want to learn new things? | <input type="radio"/> | <input type="radio"/> |
| 41 | When there is a familiar person in an unfamiliar environment, does this child feel free to explore? | <input type="radio"/> | <input type="radio"/> |
| 42 | Is this child honest to do tasks that you ask him/her to do? | <input type="radio"/> | <input type="radio"/> |

Numeracy Concepts

- | | | Achieved | Not achieved |
|----|---|-----------------------|-----------------------|
| 43 | Can this child recognize geometric shapes (eg: triangle, circle, square)? | <input type="radio"/> | <input type="radio"/> |
| 44 | Can this child observe and identify three colors? | <input type="radio"/> | <input type="radio"/> |
| 45 | Can this child sort and classify objects in common characteristics of colors, shapes and sizes? | <input type="radio"/> | <input type="radio"/> |
| 46 | Can this child name and recognize the symbols of all numbers from 1-10? | <input type="radio"/> | <input type="radio"/> |
| 47 | Can this child count 1-10? | <input type="radio"/> | <input type="radio"/> |
| 48 | Can this child count 1- 20? | <input type="radio"/> | <input type="radio"/> |
| 49 | Can this child count 1- 100? | <input type="radio"/> | <input type="radio"/> |
| | | Yes | No |
| 50 | Does this child know that a dog is taller than a cat? | <input type="radio"/> | <input type="radio"/> |
| 51 | Does this child know the order of the day? Eg: morning, afternoon, then evening) | <input type="radio"/> | <input type="radio"/> |
| 52 | Does this child understand the concept of yesterday, today and tomorrow? | <input type="radio"/> | <input type="radio"/> |

- | | | | |
|----|--|-----------------------|-----------------------|
| 53 | Does this child know that a vehicle weighs more than a lawn mower? | <input type="radio"/> | <input type="radio"/> |
| 54 | Does this child know that number eight is bigger than 2? | <input type="radio"/> | <input type="radio"/> |

Formal literacy - Reading

- | | | Achieved | Not achieved |
|----|--|-----------------------|-----------------------|
| 55 | Does this child know the sounds of the three letters of the Samoan alphabet? | <input type="radio"/> | <input type="radio"/> |
| 56 | Can this child identify at least 3 letters of the Samoan alphabet? | <input type="radio"/> | <input type="radio"/> |
| 57 | Can this child identify at least 10 letters of the Samoan alphabet? | <input type="radio"/> | <input type="radio"/> |
| | | Yes | no |
| 58 | Are there reading materials available to the child at home? Eg: picture books, magazines, etc) | <input type="radio"/> | <input type="radio"/> |
| | | Achieved | Not achieved |
| 59 | Can this child hold book and turn the pages in the right way? | <input type="radio"/> | <input type="radio"/> |
| 60 | Can this child follow the right reading directions? (left to right, top to bottom) | <input type="radio"/> | <input type="radio"/> |
| 61 | Can this child read simple and popular words? | <input type="radio"/> | <input type="radio"/> |

Formal literacy-Writing

- | | | Achieved | Not achieved |
|----|---|-----------------------|-----------------------|
| 62 | Can this child draw something identifiable? (picture of a person,) | <input type="radio"/> | <input type="radio"/> |

- | | | | |
|----|---|-----------------------|-----------------------|
| 63 | Can this copy or trace the shape of a letter? (eg:, A,B,C...) | <input type="radio"/> | <input type="radio"/> |
| 64 | Can this child write 3 letters? (eg: A, E, I) | <input type="radio"/> | <input type="radio"/> |
| 65 | Can this child write his/her own name? | <input type="radio"/> | <input type="radio"/> |
| 66 | Can this child write short and simple words? | <input type="radio"/> | <input type="radio"/> |

