

Mathematics Task 1: Basic Operations

Materials and Setup

Item 1

3 pennies



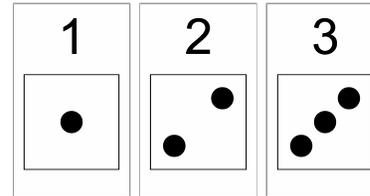
(teacher provided)

Item 2

3 pennies



(teacher provided)

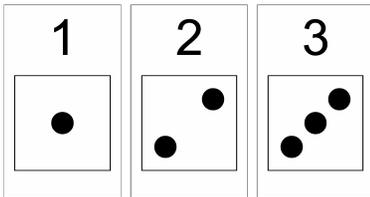


Item 3

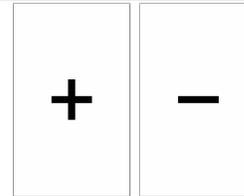
3 pennies



(teacher provided)



Item 4



Item 5

2 pennies



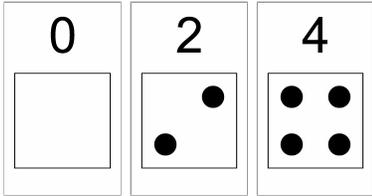
(teacher provided)



2 pennies



(teacher provided)



Adaptive Instructions

Item 2

Test administrator may use actual pennies in place of number cards.

Item 5

Test administrator may use actual pennies in place of number cards.

Item 3

Test administrator may use actual pennies in place of number cards.

Access Limitations

N/A (Not Applicable) (Item 1, 2, 3, 4, 5)

Mathematics Task 1:

Basic Operations: Item 1

Setup

3 pennies



(teacher provided)

Script

Say: *We're going to work with adding pennies.*

Do: Give the student three pennies.

Say: *Help me put the pennies into groups, a group of two pennies and one penny by itself.*

Do: Allow time for the student to separate the pennies.

Record 4 points:

Student demonstrates **sustained involvement** in the activity; for example, he or she may

- consistently attend to the teacher's communication (verbal or signed) and actions;
- participate with intention in the action involving the object(s) as modeled;
- imitate (or try to imitate) the action or sound associated with the object(s);
- shift body movement/eye gaze appropriately as the focal point of the demonstration changes;
- make an appropriate vocalization (e.g., an associated sound) in response to the object(s); and/or
- demonstrate anticipation or prediction of the next words and/or actions.

Record 3 points:

Student demonstrates **generally maintained involvement** in the activity; for example, he or she may

- generally attend (with infrequent lapses) to the teacher's communication (verbal or signed) and actions;
- touch or point to the object(s) as described;
- sustain gaze toward the object(s) during manipulation by the teacher;
- vocalize to show acknowledgment of the object(s) during manipulation/exploration; and/or
- willingly permit (participate in) hand-over-hand exploration of the object(s).

Record 2 points:

Student demonstrates **intermittent/irregular involvement** in the activity; for example, he or she may

- intermittently attend to the teacher's communication (verbal or signed) and actions;
- move toward/reach for the object(s) presented;
- touch the object(s) presented; and/or
- look at the object(s) presented, shifting gaze at least sometimes as appropriate.

Record 1 point:

Student demonstrates **fleeting awareness** of, but little/no involvement in, the activity taking place; for example, he or she may

- only fleetingly attend to the teacher's communication (verbal or signed) and actions;
- exhibit a momentary change in movement, vocalization, and/or respiration in response to the teacher and/or the object(s);
- open or move eyes toward the teacher and/or the object(s); and/or
- permit guided touch/grasp of the object(s) as initially presented.

Record N:

Student does not demonstrate any awareness of the object(s) or involvement in the activity taking place or may refuse to engage in the activity at any level.

Mathematics Task 1:

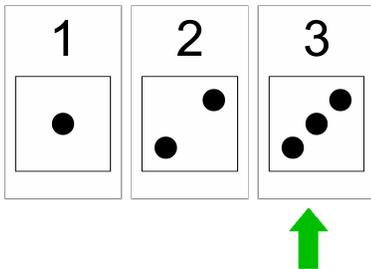
Basic Operations: Item 2

Setup

3 pennies



(teacher provided)



Script

Say: ***We are going to put these pennies together. Tell (show) me how many pennies there are: one*** (indicate the 1 card), ***two*** (indicate the 2 card), ***or three*** (indicate the 3 card)?

TRY 1		
	Record 2	Next Item
	Remove Incorrect Student Response	TRY 2
	Remove	TRY 2

TRY 2 <i>Tell (show) me how many pennies there are: (indicate each remaining option)?</i>		
	Record 1	Next Item
	Record 0	Next Item
	Record N	Next Item

Mathematics Task 1:

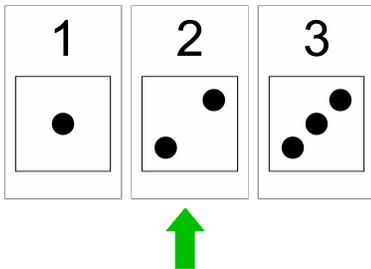
Basic Operations: Item 3

Setup

3 pennies



(teacher provided)



Script

Do: Place the three pennies in front of the student.

Say: **We have three pennies and I take away one** (remove one penny). **Tell (show) me how many pennies we have left: one** (indicate the 1 card), **two** (indicate the 2 card), **or three** (indicate the 3 card)?

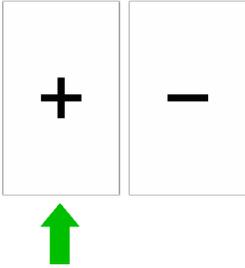
TRY 1		
	Record 2	Next Item
	Remove Incorrect Student Response	TRY 2
	Remove	TRY 2

TRY 2 <i>Tell (show) me how many pennies we have left: (indicate each remaining option)?</i>		
	Record 1	Next Item
	Record 0	Next Item
	Record N	Next Item

Mathematics Task 1:

Basic Operations: Item 4

Setup



Script

Say: ***Tell (show) me which symbol is used for adding: this***
(indicate the plus sign card) ***or this*** (indicate the minus sign card)?

TRY 1

	→	Record 1	→	Next Item →
	→	Record 0	→	Next Item →
	→	Record N	→	Next Item →

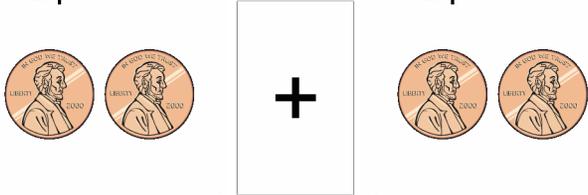
The 'TRY 1' section features a blue header. Below it is a table with three rows. Each row starts with a circular icon: a green 'Correct' icon, a red 'Incorrect' icon with a diagonal slash, and an orange 'N' icon. Each icon is followed by a white arrow pointing right. The next column contains a white rectangular box with the text 'Record 1', 'Record 0', and 'Record N' respectively. Each box is followed by another white arrow pointing right. The final column contains a white arrow pointing right with the text 'Next Item' inside it.

Mathematics Task 1:

Basic Operations: Item 5

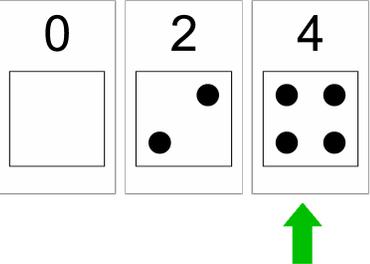
Setup

2 pennies 2 pennies



(teacher provided) (teacher provided)

0 2 4



Script

Say: **Here is a group of two pennies** (indicate the first group of two pennies) **plus** (indicate the plus symbol) **another group of two pennies** (indicate the second group of two pennies) **after the plus symbol**.

Say: **Tell (show) me how many pennies we have altogether:** **zero** (indicate the 0 card), **two** (indicate the 2 card), **or four** (indicate the 4 card)?

At the completion of the task say: **We're finished working with adding pennies.**

TRY 1

Correct	→	Record 2	→	Next Item
Incorrect	→	Remove Incorrect Student Response	→	TRY 2
N	→	Remove <input type="text" value="0"/>	→	TRY 2

TRY 2 *Tell (show) me how many pennies we have altogether:* (indicate each remaining option)?

Correct	→	Record 1	→	Next Item
Incorrect	→	Record 0	→	Next Item
N	→	Record N	→	Next Item

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