

# Math Task 1: Checkers and Cubes

## Materials and Setup

### Item 1

1 cube



1 checker



### Item 2

1 cube



1 cube



1 checker

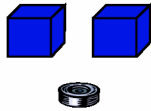


### Item 3

3 checkers  
in a row



2 cubes  
and 1 checker

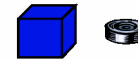


### Item 4

2 checkers

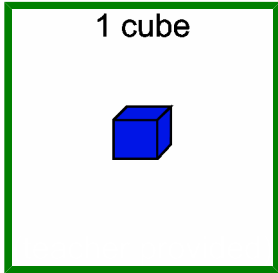


1 cube  
and 1 checker



**Item 5**

checker and  
cube pattern

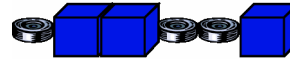


1 checker



**Item 6**

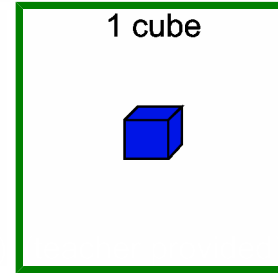
checker/cube/  
cube pattern



1 checker



1 cube



**Adaptive Instructions**

N/A (Not Applicable) (Item 1, 2, 3, 4, 5, 6)

**Access Limitations**

N/A (Not Applicable) (Item 1, 2, 3, 4, 5, 6)

Math Task 1:

Checkers and Cubes: Item 1

Setup

1 cube

1 checker



Script

Say: *We're going to work with checkers and cubes. Here is a cube* (indicate the cube).

Do: Assist the student if necessary in interacting with the cube. Allow time for the student to interact with the cube.

Say: *Here is a checker* (indicate the checker).

Do: Assist the student if necessary in interacting with the checker. Allow time for the student to interact with the checker.

Say: *They feel different.*

Do: Observe the student for extended focus. Then, record a score on the basis of the rubric and go to the next item.

Record 4 points:

- Student demonstrates **sustained involvement** in the activity; for example, he or she may
- consistently attend to teacher's communication (verbal or signed) and actions;
  - participate with intention in action involving the objects as modeled;
  - imitate (or try to imitate) action involving the objects as objects;
  - shift body movement/eye gaze appropriately as focal point of demonstration changes;
  - make an appropriate vocalization (e.g., an associated sound) in response to objects; and/or
  - demonstrate anticipation or prediction of 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 teacher's communication (verbal or signed) and actions;
  - touch or point to object(s) as described;
  - sustain gaze toward object(s) during manipulation by teacher;
  - vocalize to show acknowledgment of object(s) during manipulation/exploration; and/or
  - willingly permit (participate in) hand-over-hand exploration of object(s).

Record 2 points:

- Student demonstrates **intermittent/irregular involvement** in the activity; for example, he or she may
- intermittently attend to 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 teacher's communication (verbal or signed) and actions;
  - exhibit a momentary change in movement, vocalization, and/or respiration in response to teacher and/or object(s);
  - open or move eyes toward teacher and/or object(s); and/or
  - permit guided touch/grasp of object as initially presented.

Record NR:

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.



Math Task 1:

Checkers and Cubes: Item 2

Setup

1 cube



1 cube



1 checker



Script

Say: **Here is a cube** (indicate one cube). **Here is a cube** (indicate the second cube). **Here is a checker** (indicate the checker). **I want to put the cubes together.**




Do: Using dramatic movements, demonstrate how to put the cubes together.

Say: **These cubes are the same.**

Do: Return the objects to the original setup.

Say: **Now it's your turn. Put the cubes together.**

**TRY 1**

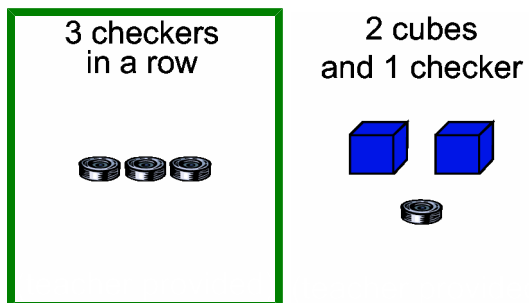
	→	Record 1	→	Next Item →
	→	Record 0	→	Next Item →
	→	Record NR	→	Next Item →

Scoring Note: If the student indicates putting the cubes together, or succeeds in doing so, record a 1.

Math Task 1:

Checkers and Cubes: Item 3




Setup



Script

Say: **Show (tell) me: are all these the same** (indicate the group with three checkers) **or are all these the same** (indicate the group with two cubes and a checker)?

**TRY 1**

	→	Record 1	→	Next Item
	→	Record 0	→	Next Item
	→	Record NR	→	Next Item

Math Task 1:

Checkers and Cubes: Item 4

Setup

2 checkers






1 cube  
and 1 checker



Script

Say: **Show (tell) me: are these objects different** (indicate the two checkers) **or are these objects different** (indicate the cube and the checker)?

TRY 1

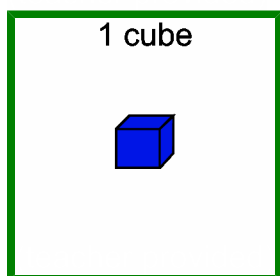
	→	Record 1	→	Next Item
	→	Record 0	→	Next Item
	→	Record NR	→	Next Item

Math Task 1:

Checkers and Cubes: Item 5

Setup

checker and  
cube pattern









1 checker



Script

Say: **Let's make a pattern. Checker. Cube. Checker. Cube. Checker** (place each object down as it is named). **Show (tell) me which comes next: a cube** (indicate the remaining cube) **or a checker** (indicate the remaining checker)?

**TRY 1**

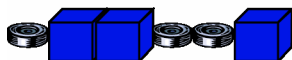
 →	Record 1	→	
 →	Record 0	→	
 →	Record NR	→	

Math Task 1:

Checkers and Cubes: Item 6

Setup

checker/cube/  
cube pattern



1 checker



1 cube






Script

Say: **Let's make a pattern.** (Place each object down as it is named.)  
**Checker. Cube. Cube. Checker. Checker. Cube. Show (tell) me which comes next: a checker** (indicate the remaining checker)  
**or a cube** (indicate the remaining cube)?

At the completion of the task say: **We're finished working with checkers and cubes.**

TRY 1

 →	Record 1	→	Next Item →
 →	Record 0	→	Next Item →
 →	Record NR	→	Next Item →