

Math Task 1: Counting

Materials and Setup

Item 1

6 checkers



Item 2

3 checkers
in a row



3 checkers
in a row



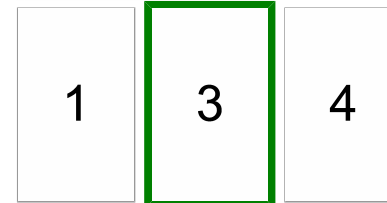
Item 3

4 checkers

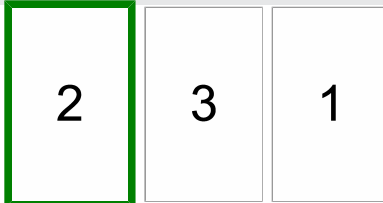


Item 4

3 checkers
in a row



Item 5



Adaptive Instructions

Item 1

The teacher may substitute something larger for counting objects in place of checkers.

Item 3

The number line provided, or a number line familiar to the student, may be used to assist the student in counting the checkers.

Access Limitations

Blind (Item 5)

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

Math Task 1:

Counting: Item 1

Setup

6 checkers



Script

Say: *We're going to talk about counting checkers. Here are some checkers.*

Do: Allow time for the student to focus, and repeat the statement if necessary.

Say: *Help me put some of the checkers in one group and some in another.*

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

Counting: Item 2

Setup

3 checkers
in a row



3 checkers
in a row



Script

Say: **Here is a group of three checkers** (indicate the group of three checkers). **One, two, three** (move each checker closer to the student as it is counted).

Say: **Let's count these checkers together** (indicate the second group of checkers).

Do: Assist the student if necessary in counting the checkers. Allow time for the student to interact with the checkers. 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:

Counting: Item 3

Setup

4 checkers









Script

Say: ***Here are some checkers*** (indicate the checkers). ***Count the checkers.***

Scoring Note: The student receives full credit only if he or she counts all four checkers.

TRY 1

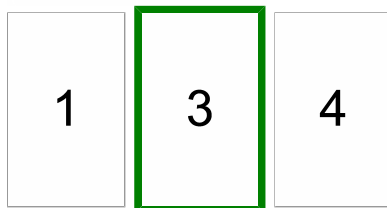
 →	Record 1	→	
 →	Record 0	→	
 →	Record NR	→	

Math Task 1:

Counting: Item 4

Setup




3 checkers
in a row






Script

Say: **Show (tell) me how many checkers we have: one** (indicate the 1 card), **three** (indicate the 3 card), **or four** (indicate the 4 card)?

TRY 1

	→	Record 2	→	Next Item
	→	Remove Incorrect Student Response	→	TRY 2
	→	Remove <input type="text" value="4"/>	→	TRY 2

TRY 2 *Show (tell) me how many checkers we have: (indicate each remaining option)?*

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

Math Task 1:

Counting: Item 5

Setup




2	3	1
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Script




Say: **Show (tell) me which is the number two: this** (indicate the 2 card), **this** (indicate the 3 card), **or this** (indicate the 1 card)?

At the completion of the task say: **We're finished talking about counting checkers.**

TRY 1

	→	Record 2	→	Next Item
	→	Remove Incorrect Student Response	→	TRY 2
	→	Remove <input type="text" value="3"/>	→	TRY 2

TRY 2 *Show (tell) me which is the number two:* (indicate each remaining option)?

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

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