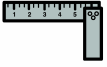


Math Task 1: Like Angles

Materials and Setup

Item 1

square

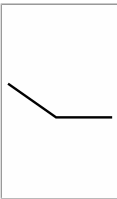
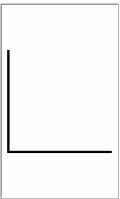
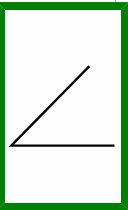
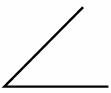


Item 2

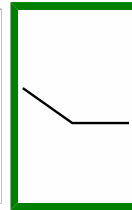
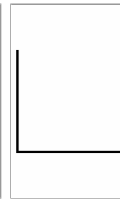
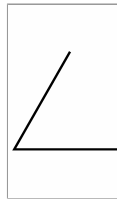
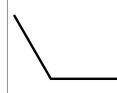
triangle



Item 3



Item 4



Adaptive Instructions

Item 1

Adaptive Instruction: Test Administrator may use concrete objects to create the angles.

Item 2

Adaptive Instruction: Test Administrator may use concrete objects to create the angles.

Item 3

Adaptive Instruction: Test Administrator may use concrete objects to create the angles.

Item 4

Adaptive Instruction: Test Administrator may use concrete objects to create the angles.

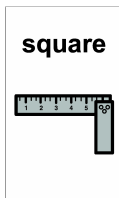
Access Limitations

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

Math Task 1:

Like Angles: Item 1




Setup



Script

Say: *We're going to work with angles. This is a tool that builders use. Show (tell) me where there is an angle on this tool. Is it **here** (indicate one end of the carpenter square) **or here** (indicate the middle of the carpenter square where the horizontal and vertical lines sides intersect)?*

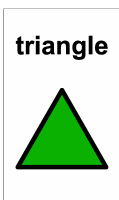
TRY 1

| | | | | |
|---|---|-----------|---|-----------|
|  Correct | → | Record 1 | → | Next Item |
|  Incorrect | → | Record 0 | → | Next Item |
|  NR | → | Record NR | → | Next Item |

Math Task 1:




Like Angles: Item 2




Setup



Script

Say: *Here is a triangle. Show (tell) me where there is an angle. Is there one here* (indicate the middle of the triangle), *here* (indicate one side of the triangle), *or here* (indicate one vertex (corner) of the triangle)?

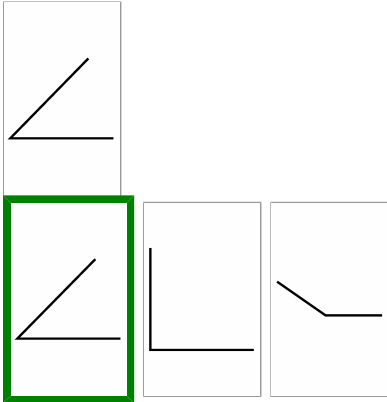
| TRY 1 | | |
|---|---|-----------|
|  | Record 2 | Next Item |
|  | Remove Incorrect Student Response | TRY 2 |
|  | Remove indication of the middle of the triangle | TRY 2 |

| TRY 2 <i>Show (tell) me where there is an angle:</i> (indicate each remaining option)? | | |
|--|-----------|-----------|
|  | Record 1 | Next Item |
|  | Record 0 | Next Item |
|  | Record NR | Next Item |

Math Task 1:

Like Angles: Item 3

Setup



Script

Say: **Here is an acute angle** (indicate the first 45 degree angle). **Show (tell) me which angle is the same as this angle** (indicate the first 45 degree angle): **this angle** (indicate the second 45 degree angle), **this angle** (indicate the 90 degree angle), **or this angle** (indicate the 135 degree angle)?

TRY 1

| | | | | |
|--|---|-----------------------------------|---|-----------|
| | → | Record 2 | → | Next Item |
| | → | Remove Incorrect Student Response | → | TRY 2 |
| | → | Remove | → | TRY 2 |

TRY 2

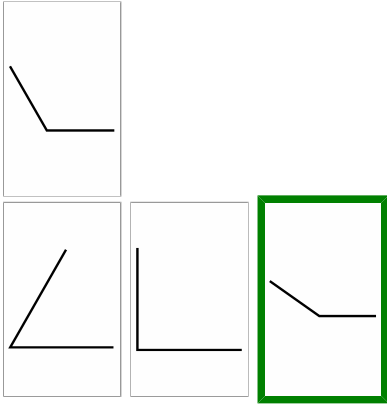
Show (tell) me which angle is the same as this angle: (indicate each remaining option)?

| | | | | |
|--|---|-----------|---|-----------|
| | → | Record 1 | → | Next Item |
| | → | Record 0 | → | Next Item |
| | → | Record NR | → | Next Item |

Math Task 1:

Like Angles: Item 4

Setup



Script

Say: **Here is an obtuse angle** (indicate the 120 degree angle).
Show (tell) me which angle is also an obtuse angle: this angle (indicate the 60 degree angle), **this angle** (indicate the 90 degree angle), **or this angle** (indicate the 145 degree angle)?

At the completion of this item say: **We're finished talking about angles.**

TRY 1

| | | | | |
|--|---|-----------------------------------|---|-----------|
| | → | Record 2 | → | Next Item |
| | → | Remove Incorrect Student Response | → | TRY 2 |
| | → | Remove | → | TRY 2 |

TRY 2

Show (tell) me which angle is also an obtuse angle:
(indicate each remaining option)?

| | | | | |
|--|---|-----------|---|-----------|
| | → | Record 1 | → | Next Item |
| | → | Record 0 | → | Next Item |
| | → | Record NR | → | Next Item |

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