

Math Task 1: Matching Coins

Materials and Setup

Item 1

penny



quarter



(teacher provided) (teacher provided)

Item 3

penny



(teacher provided)

Item 2

penny



penny



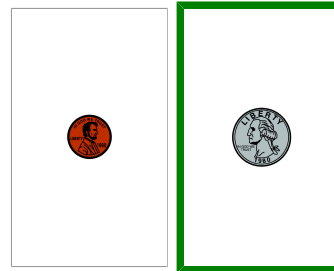
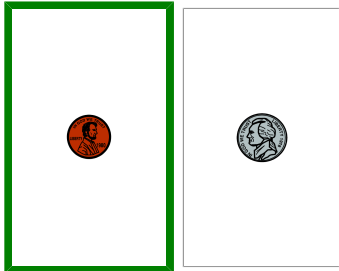
(teacher provided) (teacher provided)

Item 4

quarter



(teacher provided)



Item 5

penny



(teacher provided)

quarter



(teacher provided)

penny



(teacher provided)

penny



(teacher provided)

Item 6

nickel



(teacher provided)

nickel



(teacher provided)

penny



(teacher provided)

nickel



(teacher provided)

Adaptive Instructions

Item 1

The Test Administrator may substitute plastic or paper coins used in instruction.

Item 3

The Test Administrator may substitute plastic or paper coins used in instruction.

Item 5

The Test Administrator may substitute plastic or paper coins used in instruction.

Item 2

The Test Administrator may substitute plastic or paper coins used in instruction.

Item 4

The Test Administrator may substitute plastic or paper coins used in instruction.

Item 6

The Test Administrator may substitute plastic or paper coins used in instruction.

Access Limitations

Blind (Item 3, 4, 5, 6)

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

Math Task 1:

Matching Coins: Item 1

Setup

penny



quarter



(teacher provided) (teacher provided)

Script

Say: *We're going to work with different coins. Here is a penny (indicate the penny) and here is a quarter (indicate the quarter).*

Do: Give the penny and the quarter to the student. Assist the student, if necessary, in interacting with the coins by exploring them in some way. Allow time for the student to interact with the coins.

Say: *The quarter is larger than the penny. Can you feel how the coins are different sizes?*

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 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.

Math Task 1:

Matching Coins: Item 2

Setup

penny



penny



(teacher provided) (teacher provided)







Script

Say: ***Here is a coin*** (indicate the first penny). ***Here is another coin*** (indicate the second penny). ***These coins are the same size. They are both pennies. I will put the pennies together.***

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

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

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

TRY 1		
 →	Record 1	→ 
 →	Record 0	→ 
 →	Record N	→ 

Math Task 1:

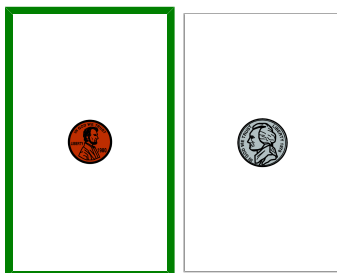
Matching Coins: Item 3

Setup

penny






(teacher provided)



Script

Say: **Here is a penny** (indicate the penny). **Show (tell) me which picture shows a penny: this one** (indicate the penny card) **or this one** (indicate the nickel card)?

TRY 1

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

Math Task 1:

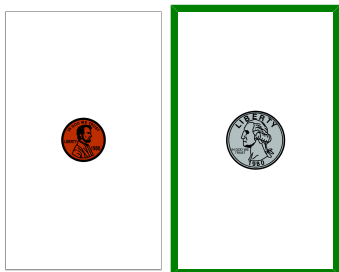
Matching Coins: Item 4

Setup

quarter






(teacher provided)



Script

Say: ***Here is a quarter*** (indicate the quarter). ***Show (tell) me which picture shows a quarter: this one*** (indicate the penny card) ***or this one*** (indicate the quarter card)?

TRY 1

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

Math Task 1:

Matching Coins: Item 5

Setup

penny



quarter



(teacher provided) (teacher provided)

penny



(teacher provided)

penny




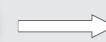
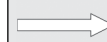


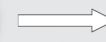
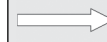


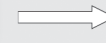
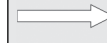

(teacher provided)

Script

Do: Arrange the coins in two groups with the penny and the quarter in one group and the two pennies in the other group.

Say: **Here are two groups of coins. Show (tell) me which group has the same kind of coins: this group** (indicate the penny and the quarter) **or this group** (indicate the two pennies)?

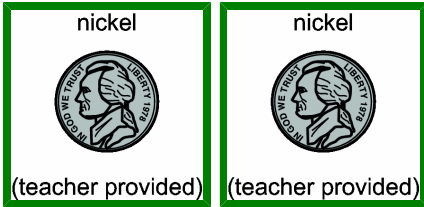
TRY 1

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

Math Task 1:

Matching Coins: Item 6

Setup



penny



nickel



(teacher provided) (teacher provided)




Script

Do: Arrange the coins in two groups with the two nickels in one group and the penny and the nickel in the other group.

Say: **Here are two groups of coins. Show (tell) me which group has the same kind of coins: this group** (indicate the two nickels) **or this group** (indicate the penny and the nickel)?

At the completion of the task say: **We're finished working with different coins.**

TRY 1

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