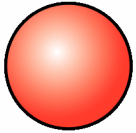


Science Task 1: Movement, Force, and Direction

Materials and Setup

Item 1

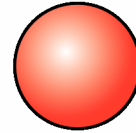
rubber ball



(teacher provided)

Item 2

rubber ball



(teacher provided)

Item 3

toy car



(teacher provided)

Item 4

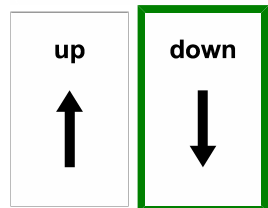
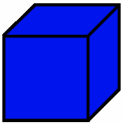
toy car



(teacher provided)

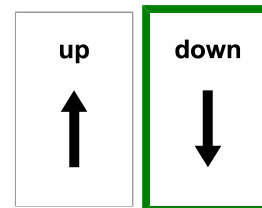
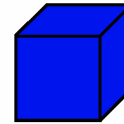
Item 5

foam cube



Item 6

foam cube



Adaptive Instructions

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

Access Limitations

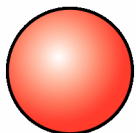
N/A (Not Applicable) (Item 1, 2, 3, 4, 5, 6)

Science Task 1:

Movement, Force, and Direction: Item 1

Setup

rubber ball



(teacher provided)

Script

Say: *We're going to talk about movement, force, and direction. This is a ball.*

Do: Assist the student in touching the ball. Allow time for the student to interact with the ball. 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:

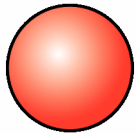
Student does not demonstrate any awareness of the object(s) or involvement in the activity taking place or may refuse to engage in the activity at any level.

Science Task 1:

Movement, Force, and Direction: Item 2

Setup

rubber ball



(teacher provided)

Script

Say: ***This ball is made of rubber and it can bounce.***

Do: Assist the student in bouncing the ball. 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.

Science Task 1:

Movement, Force, and Direction: Item 3

Setup

toy car






(teacher provided)

Script

Say: ***This is a toy car. Show (tell) me how we can make the car move: by pushing it*** (indicate pushing without using the car) ***or holding it*** (indicate holding without using the car)?

Scoring Note: If the student indicates pushing, record a 1.

TRY 1

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

Science Task 1:

Movement, Force, and Direction: Item 4

Setup

toy car






(teacher provided)

Script

Say: **Show (tell) me how we can stop the car from moving: with our hands** (indicate your hands) **or our eyes** (indicate your eyes)?

Scoring Note: If the student indicates hands, record a 1.

TRY 1

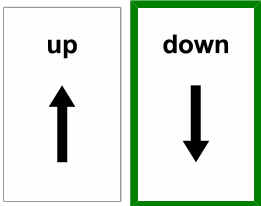
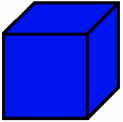
	→	Record 1	→	Next Item →
	→	Record 0	→	Next Item →
	→	Record N	→	Next Item →

Science Task 1:

Movement, Force, and Direction: Item 5

Setup

foam cube






Script

Say: **Here is a cube** (indicate the cube). **Let's hold the cube up high.**

Do: Assist the student in holding the cube up high.

Say: **Show (tell) me what will happen if we let go of the cube?**
Will it: stay up in the air (indicate the up card) **or fall down** (indicate the down card)?

TRY 1

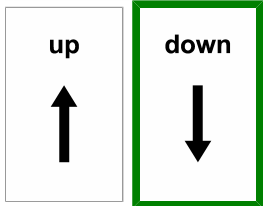
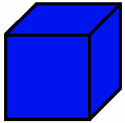
	→	Record 1	→	Next Item →
	→	Record 0	→	Next Item →
	→	Record N	→	Next Item →

Science Task 1:

Movement, Force, and Direction: Item 6

Setup

foam cube






Script

Say: **Show (tell) me what will happen if we throw the cube** (indicate the cube) **up in the air? Will it: stay up** (indicate the up card) **or fall back down** (indicate the down card)?

Do: Assist the student in throwing the cube up in the air.

At the completion of the task say: **We're finished talking about movement, force, and direction.**

TRY 1

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