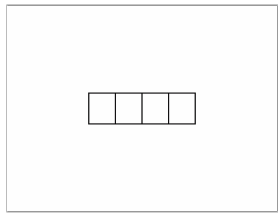


# Mathematics Task 1: Fraction Models

## Materials and Setup

### Item 1

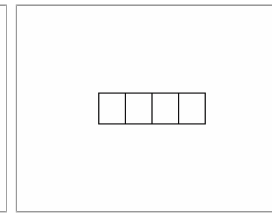
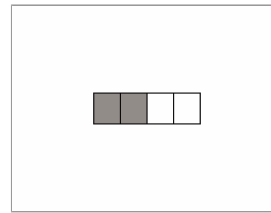


dry-erase marker



(teacher provided)

### Item 2

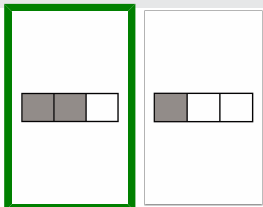


dry-erase marker

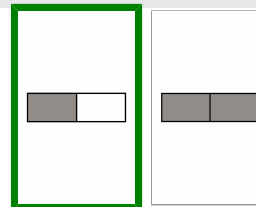


(teacher provided)

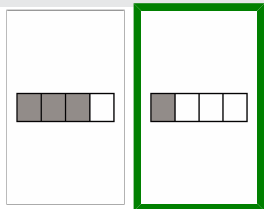
### Item 3



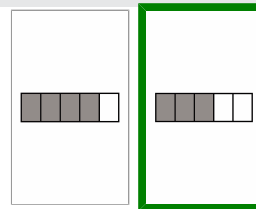
### Item 4



### Item 5



### Item 6



## Adaptive Instructions

### Item 1

The test administrator should texturize the border and shaded areas of the models for students with visual impairments.

### Item 3

The test administrator should texturize the border and shaded areas of the models for students with visual impairments.

### Item 5

The test administrator should texturize the border and shaded areas of the models for students with visual impairments.

### Item 2

The test administrator should texturize the border and shaded areas of the models for students with visual impairments.

### Item 4

The test administrator should texturize the border and shaded areas of the models for students with visual impairments.

### Item 6

The test administrator should texturize the border and shaded areas of the models for students with visual impairments.

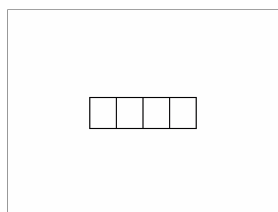
**Access Limitations**

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

## Fraction Models: Item 1

### Setup



dry-erase marker



(teacher provided)

### Script

Say: ***We're going to work with fraction models.***

Say: ***Here is a model of a fraction (indicate the fraction model on the poster). This fraction has four sections. I want you to help me shade two sections.***

Do: Using a dry erase marker, assist the student in shading in the first two sections of the fraction model.

Do: Allow time for the student to interact with the first fraction model. 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.

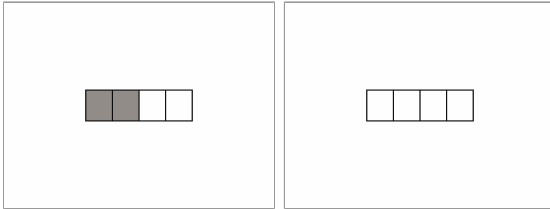
### Record N:

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.

## Mathematics Task 1:

### Fraction Models: Item 2

#### Setup



dry-erase marker



(teacher provided)

#### Script

Do: Set up the shaded poster from Item 1 and the new blank poster as shown.

Say: ***This fraction model also has four sections*** (indicate the blank fraction model). ***I want you to help me shade one section.***

Do: Using a dry erase marker, assist the student in shading in the first section of the second fraction model.

Say: ***This fraction model*** (indicate the fraction model with two shaded sections) ***is bigger than this fraction model***

#### 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:

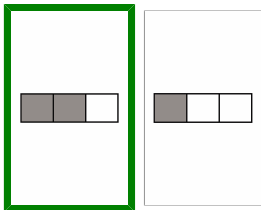
Student does not demonstrate any awareness of the object(s) or involvement in the activity taking place or may refuse to engage in the activity at any level.

(indicate the fraction model with one shaded section) ***because more of the model is shaded.***

Do: Allow time for the student to interact with the fraction models. Then, record a score on the basis of the rubric and go to the next item.

Fraction Models: Item 3




Setup



Script

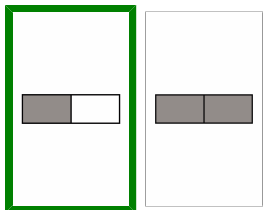
Say: **Here are two fraction models** (point to the fraction model cards). **Show (tell) me, which is bigger: two-thirds** (indicate the two-thirds model card) **or one-third** (indicate the one-third model card)?

**TRY 1**

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

Fraction Models: Item 4




Setup



Script

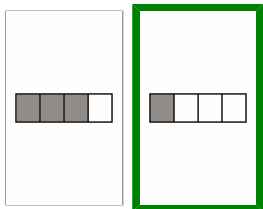
Say: **Here is another pair of fraction models** (point to the fraction model cards). **Show (tell) me, which is smaller: one-half** (indicate the one-half model card) **or two-halves** (indicate the two-halves model card)?

**TRY 1**

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

Fraction Models: Item 5




Setup



Script

Say: ***Here is another pair of fraction models*** (point to the fraction model cards). ***Show (tell) me, which is smaller: three-fourths*** (indicate the three-fourths model card) ***or one-fourth*** (indicate the one-fourth model card)?

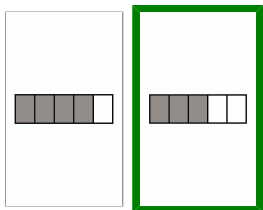
**TRY 1**

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



Fraction Models: Item 6

Setup






Script

Say: ***Here is another pair of fraction models*** (point to the fraction model cards). ***Show (tell) me, which is smaller: four-fifths*** (indicate the four-fifths model card) ***or three-fifths*** (indicate the three-fifths model card)?

At the completion of the task say: ***We're finished working with fraction models.***

**TRY 1**

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

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