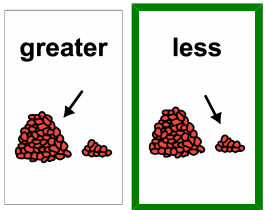
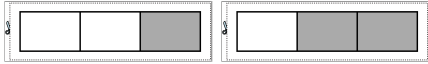


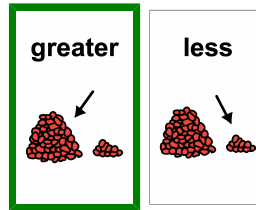
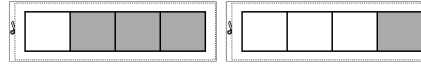
Mathematics Task 1: Relative Sizes

Materials and Setup

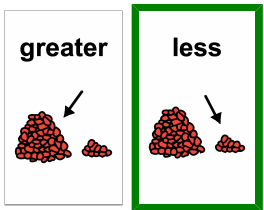
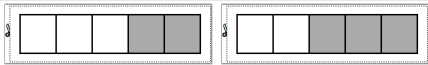
Item 1



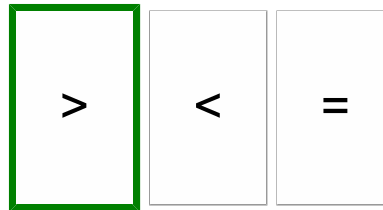
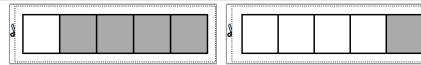
Item 2



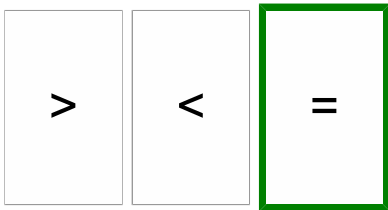
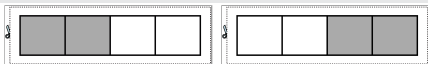
Item 3



Item 4



Item 5



Adaptive Instructions

Item 1

The test administrator may texturize or use object representation for students with visual impairment.

Item 3

The test administrator may texturize or use object representation for students with visual impairment.

Item 5

The test administrator may texturize or use object representation for students with visual impairment.

Item 2

The test administrator may texturize or use object representation for students with visual impairment.

Item 4

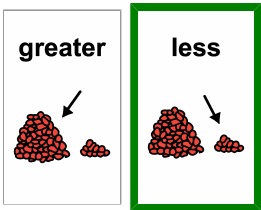
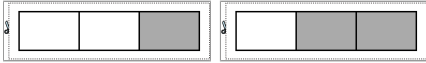
The test administrator may texturize or use object representation for students with visual impairment.

Access Limitations

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

Relative Sizes: Item 1

Setup






Script

Say: *We're going to compare fractions. Focus on the shaded (textured) parts.*

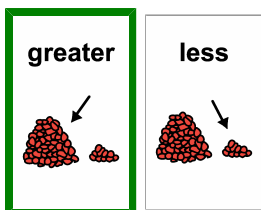
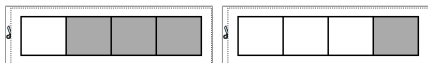
Say: *Show (tell) me, is this fraction* (indicate the $\frac{1}{3}$ model strip) *greater than* (indicate the greater card) *or less than* (indicate the less card) *this fraction* (indicate the $\frac{2}{3}$ model strip)?

TRY 1

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


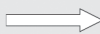
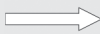


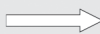
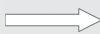


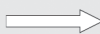
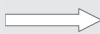

Relative Sizes: Item 2

Setup



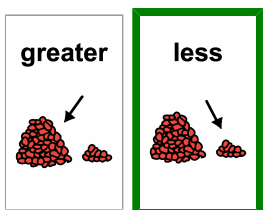
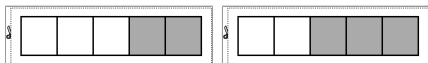
Script

Say: **Show (tell) me, is this fraction** (indicate the $\frac{3}{4}$ model strip) **greater than** (indicate the greater card) **or less than** (indicate the less card) **this fraction** (indicate the $\frac{1}{4}$ model strip)?

TRY 1		
		Record 1  
		Record 0  
		Record N  

Relative Sizes: Item 3




Setup



Script

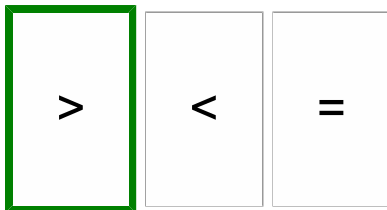
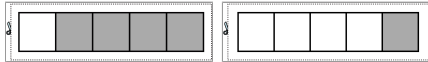
Say: **Show (tell) me, is this fraction** (indicate the $\frac{2}{5}$ model strip) **greater than** (indicate the greater card) **or less than** (indicate the less card) **this fraction** (indicate the $\frac{3}{5}$ model strip)?

TRY 1

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

Relative Sizes: Item 4

Setup



Script

Say: **Show (tell) me, is this fraction** (indicate the $\frac{4}{5}$ model strip) **greater than** (indicate the greater than card), **less than** (indicate the less than card), **or equal to** (indicate the equal to card) **this fraction** (indicate the $\frac{1}{5}$ model strip)?

TRY 1

	→	Record 2	→	Next Item
	→	Remove Incorrect Student Response	→	TRY 2
	→	Remove <	→	TRY 2

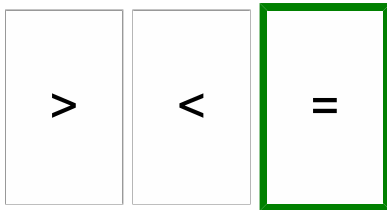
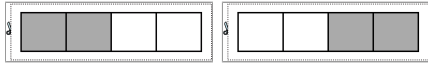
TRY 2

Show (tell) me, is this fraction (indicate the $\frac{4}{5}$ model strip) (indicate each remaining option in the original order of presentation) **this fraction** (indicate the $\frac{1}{5}$ model strip)?

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

Relative Sizes: Item 5

Setup



Script

Say: **Show (tell) me, is this fraction** (indicate the $\frac{1}{2}$ model strip) **greater than** (indicate the greater than card), **less than** (indicate the less than card), **or equal to** (indicate the equal to card) **this fraction** (indicate the other $\frac{1}{2}$ model strip)?

At the completion of the task say: **We're finished comparing fractions.**

TRY 1

	→	Record 2	→	Next Item
	→	Remove Incorrect Student Response	→	TRY 2
	→	Remove >	→	TRY 2

TRY 2

Show (tell) me, is this fraction (indicate the $\frac{1}{2}$ model strip) (indicate each remaining option in the original order of presentation) **this fraction** (indicate the other $\frac{1}{2}$ model strip)?

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

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