

# Mathematics Task 1: Triangles

## Materials and Setup

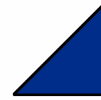
### Item 1

3-inch foam right triangle



### Item 2

3-inch foam right triangle



4-inch foam scalene triangle



### Item 3

4-inch foam isosceles triangle



3-inch foam right triangle



### Item 4

3-inch foam equilateral triangle



3-inch foam right triangle



### Item 5

3-inch foam right triangle



4-inch foam isosceles triangle

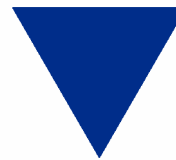


4-inch foam scalene triangle



### Item 6

3-inch foam equilateral triangle



4-inch foam scalene triangle



3-inch foam right triangle



## Adaptive Instructions

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

**Access Limitations**

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

## Triangles: Item 1

### Setup

3-inch foam  
right triangle



### Script

Say: *We're going to identify right triangles.*

Say: *This is a right triangle* (indicate the right triangle). *Look at (touch) the right triangle.*

Do: Allow time for the student to interact with the triangle. 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

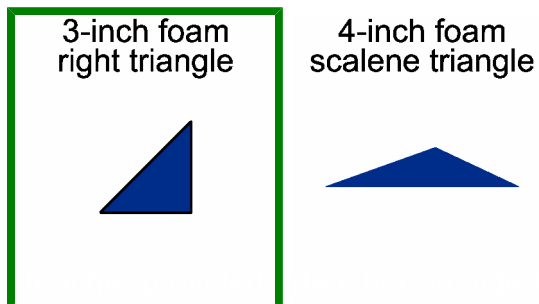
- only fleetingly attend to teacher's communication (verbal or signed) and actions;
- exhibit a momentary change in movement, vocalization, and/or respiration in response to teacher and/or object(s);
- open or move eyes toward teacher and/or object(s); and/or
- permit guided touch/grasp of object as 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.

Triangles: Item 2

Setup






Script

Say: **Here are two triangles** (indicate the triangles).

Say: **Show (tell) me, which is a right triangle: this** (indicate the right triangle) **or this** (indicate the scalene triangle)?

**TRY 1**

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

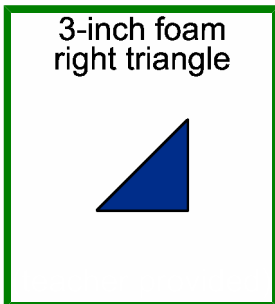
Triangles: Item 3

Setup

4-inch foam  
isosceles triangle





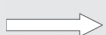


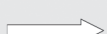
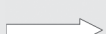


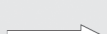
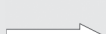

3-inch foam  
right triangle



Script

Say: **Show (tell) me, which is a right triangle: this** (indicate the isosceles triangle) **or this** (indicate the right triangle)?

TRY 1

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

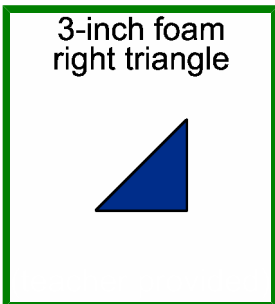
Triangles: Item 4

Setup

3-inch foam  
equilateral triangle





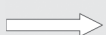


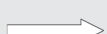
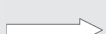


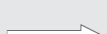
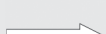

3-inch foam  
right triangle



Script

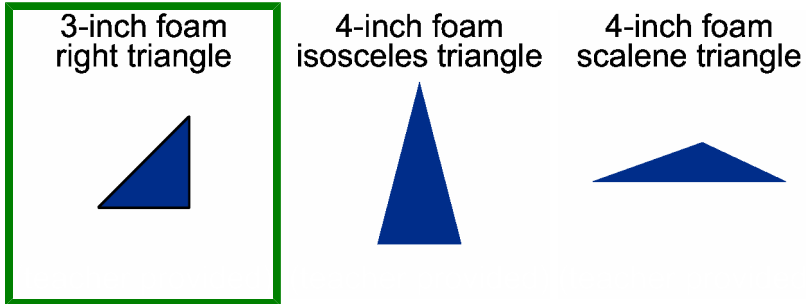
Say: **Show (tell) me, which is a right triangle: this** (indicate the equilateral triangle) **or this** (indicate the right triangle)?

TRY 1

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

Triangles: Item 5

Setup



Script

Say: **Show (tell) me, which is a right triangle: this** (indicate the right triangle), **this** (indicate the isosceles triangle), **or this** (indicate the scalene triangle)?

TRY 1

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

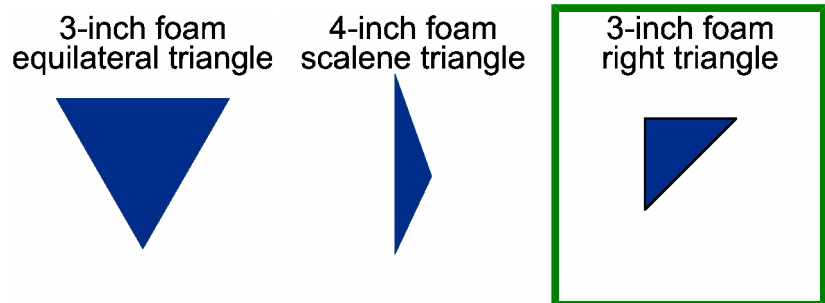
TRY 2

**Show (tell) me, which is a right triangle:** (indicate each remaining option in the original order of presentation)?

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

Triangles: Item 6

Setup



Script

Say: **Show (tell) me, which is a right triangle: this** (indicate the equilateral triangle), **this** (indicate the scalene triangle), **or this** (indicate the right triangle)?

At the completion of the task say: **We're finished identifying right triangles.**

**TRY 1**

	→	Record 2	→	Next Item
	→	Remove Incorrect Student Response	→	<b>TRY 2</b>
	→	Remove	→	<b>TRY 2</b>

**TRY 2** *Show (tell) me, which is a right triangle:* (indicate each remaining option in the original order of presentation)?

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