

Utah's Alternate Assessment  
Administration Manual and Assessment Tasks

Utah Performance Accountability System for Students

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## Introduction to Utah's Alternate Assessment

Utah's Alternate Assessment (UAA) is one of six components of the Utah Performance Assessment System for Students (U-PASS). UAA is designed to assess the achievement of students in grades 3 through 12 in English language arts and math and grades 4 through 12 in science with significant cognitive disabilities. It was developed to fulfill two main purposes:

- Address federal legislative mandates that all students participate in statewide testing in the areas of language arts and math, and
- Provide valid information that can be used to improve educational outcomes for students with significant cognitive disabilities in Utah's public schools.

In order to provide the most valid possible information about student outcomes, UAA includes:

- Direct observations of student performances,
- Standardized assessment tasks that are selected based on individual students' needs,
- Standardized administration procedures that are embedded in naturally occurring routines in natural settings, and
- Standardized scoring criteria that reflect both mastery and generalization.

Any assessment for students with significant cognitive disabilities must address the tension between two demands: individualization and standardization. The population of students who will participate in alternate assessment is highly diverse; it includes students from 3<sup>rd</sup> through 12<sup>th</sup> grades in English language arts and math and 4<sup>th</sup> through 12<sup>th</sup> grades in science who have a wide variety of learning needs and whose Individualized Education Programs may be addressing very different skills. This diversity must be recognized in any valid assessment of achievement outcomes for this group of students. So, while the domains of language arts, math and science must be addressed for all students, the particular skills targeted and how they are tested must be individualized in order to obtain meaningful results for each student. However, in order to make meaningful comparisons, assessment tasks and administration procedures must be standardized.

UAA balances these two demands by providing a set of assessment tasks with standardized administration procedures and performance criteria, from which the teacher chooses assessment targets for individual students. This system is designed to provide valid annual assessment of important outcomes for students with significant cognitive disabilities.

It is also important to remember that the alternate assessment is just one piece of the overall assessment system and its primary purpose is accountability of the educational system. Thus, in order to best address how well the system is supporting positive educational outcomes for students with significant cognitive disabilities, UAA focuses on the individual student's independent performance of important skills embedded in naturally occurring routines in natural settings.



## Participation Guidelines

Every student in Utah is required to participate in U-PASS, the statewide assessment system. IEP teams determine which of four participation options is most appropriate for each student with a disability. The four participation options are:

- Grade level tests administered under standard administration conditions,
- Grade level tests administered with accommodations,
- Grade level tests administered with modifications, and
- Utah's Alternate Assessment

Utah's Alternate Assessment is designed for students with **significant cognitive disabilities**. To participate in UAA, the IEP team must determine that the student meets **all** of the following criteria :

1. The student has a current IEP that documents the need for an alternate assessment,
2. The student demonstrates cognitive ability and adaptive skill levels that prevent completion of the general academic core curriculum, even with instructional accommodations,
3. The student requires extensive individualized instruction in multiple settings to transfer and generalize skills, and
4. The student is unable to participate in any other component of the statewide assessment system, even with test accommodations.

## Procedures for Implementing UAA

The following steps summarize the procedure for administering UAA:

1. The IEP team determines that the student is eligible to participate in UAA.
2. By the end of October, the student's teacher selects one UAA Language Arts task, one UAA Math task and one UAA Science task that are aligned with the student's current IEP.
3. The teacher communicates with other IEP team members regarding UAA task selection. If there are concerns about the selection of UAA tasks, any IEP team member may request a meeting.
4. The teacher makes a copy of the Task Sheets (both sides) for each task selected.
5. The teacher writes the student's name and the date that the task was selected on the Task Sheet. This Task Sheet should be filed in the student's special education folder.
6. The student works on the tasks throughout the school year, along with other goals and objectives from his/her curriculum.
7. The teacher works with the district assessment director to ensure that UAA answer documents are provided for all students participating in UAA.
8. During the testing period in the spring, the teacher pre-selects opportunities to assess student performance on the UAA tasks.

9. The teacher records data on the Assessment Record section of the Task Sheet.
10. The teacher determines the student's proficiency level based on the criteria described on the Assessment Record.
11. The teacher records proficiency levels on the student's UAA answer documents. (See next section for details.)
12. Student's UAA answer documents are submitted to the Utah State Office of Education with the school's other completed CRTs.
13. The UAA Task Sheets with the completed Assessment Records are filed in the student's special education folder.
14. For students who enter a district or school during the school year, and for whom UAA tasks have not been selected previously, the teacher should select appropriate UAA tasks at the time of enrollment.

### **Recording Proficiency Levels on Students' CRT Answer Documents**

UAA results are recorded on UAA answer sheets. The UAA task number on which the result is recorded indicates the UAA task that the student completed. The teacher will determine the task the student completed and select appropriate level (level 1 is minimal, level 2 is partial, level 3 is sufficient and level 4 is substantial) which indicates the level of proficiency the student demonstrates. Use the following steps to record UAA results on UAA answer sheets:

1. If you received a CRT answer document, mark UAA in the Special Codes Box indicating the UAA was taken instead of a CRT.
2. Use the UAA Language Arts answer document to record students Language Arts UAA proficiency; use the UAA Math answer document to record students Math UAA proficiency and use the UAA Science answer document to record students Science UAA proficiency.
3. Record proficiency levels on the answer documents that correspond to the UAA tasks performed by the student.
4. If the school does not receive a preprinted UAA answer document for students taking the UAA, contact the assessment director in your LEA. (Students in 3<sup>rd</sup> grade through 12<sup>th</sup> grade take the Language Arts and Math UAA; students in 4<sup>th</sup> grade through 12<sup>th</sup> grade take the Science UAA.)

Example: If a student scored at the "Substantial" proficiency level on UAA task M-042, the teacher would mark "4" for item 42.

## Administering UAA Assessment Tasks

The Utah Alternate Assessment (UAA) consists of approximately 200 assessment tasks from which the IEP team selects relevant tasks for individual students. Each task is presented in a common format to provide clarity and ease of use. This common format consists of three sections: (a) Task Description, (b) Administration and Scoring, and (c) Assessment Record.

This manual explains each of these three sections and gives examples and definitions of frequently used terminology and phrases. It also provides general guidelines for administering the assessment tasks. Throughout this manual one particular task – Language Arts task *L-054 Makes choices (picture representation of activities/objects)* – is used as an example.

### Task Description

The Task Description section identifies the assessment task.

Task Description	
Area	Language Arts
Task Name	Makes choices (picture representation of activities/objects) <b>L-054</b>
Task Description	When presented with picture representations of 2-3 activities or objects, the student selects a preferred activity/object and show interest in his/her choice. The student must show interest in her choice in order to demonstrate that she made a <i>choice</i> rather than a random response. (Alternative communication and technology acceptable. See pg. 19.)

**Area:** Each UAA task is categorized as Language Arts, Math or Science.

**Task Name:** The Task Name is a short convenient name for referring to the task. In addition to a name, each task also has a number. Mathematics task numbers are preceded by an *M*, Language Arts task numbers are preceded with an *L* and Science task numbers are preceded with an *S*.

**Task Description:** The Task Description is intended to give the user a clear idea of what the task entails. In addition, every task description includes a reminder that alternative communication modes and technologies that the student normally uses should be used in the UAA. This topic is described in more depth in the section, “Alternative/augmentative communication and use of assistive technology.”

### Administration and Scoring

The administration and scoring section provides all the information the user needs to (a) understand precisely what is required by the task, (b) administer the task to the student, and (c) score the student’s responses.

<b>Administration and Scoring</b>	
<b>Setup</b>	Identify times within the context of daily activities when the student is given opportunities to make choices between 2-3 picture representations of activities or objects.
<b>Generalization</b>	Student must demonstrate this skill across 3 activities/objects, 3 settings, and 3 people.
<b>Instructions</b>	Present the student with 2-3 picture representations of activities or objects and say, "Which one do you want?"
<b>Examples of Task</b>	<ul style="list-style-type: none"> <li>• Show student a picture of a puzzle and a ball, and let him make choice. He then plays with his choice object.</li> <li>• Show student pictures of a can of pop, box of juice, or cup of milk, and let him choose a drink. He then drinks the choice demonstrating that he chose a desired drink.</li> </ul>
<b>Scoring</b>	When shown picture representations of activities/objects student selects preferred activities/objects, then upon access, he/she shows interest in the choice. (Selects and shows interest)
<b>Use of Prompts</b>	<i>No prompts are allowed.</i> Be careful not to use physical or verbal prompts to encourage student to make a choice (for example, gesturing, looking, pointing; picking up a picture and saying, "Is this the one you want?").

**Setup:** Setup describes how the tester prepares for assessment. The setup for most tasks begins with the phrase, "Identify times within the context of daily activities when the student is given opportunities ..." This is to promote assessment in natural situations and natural environments as much as possible. Students should have many natural opportunities to perform the targeted skill during the testing period. To the extent possible, these natural opportunities should be used as UAA trials. However, in some cases the teacher must make special arrangements to create an assessment opportunity. In these cases, the teacher is directed to, "Create times when the student is given opportunities..." indicating that natural opportunities may not be present for a particular task.

For the example task, *Makes choices (picture representation of activities/objects)*, natural opportunities should be easily identified. Therefore, this task should be assessed in the student's natural environments when the student is normally presented with choices.

The UAA tasks are designed to reflect natural activities and settings. The Language Arts, Math and Science tasks that comprise the UAA emphasize functional skills that students use throughout the day. The times during the day when students naturally perform these skills are the appropriate times to administer UAA tasks. For example, the task "*Responds Appropriately to Instructions or Requests*" should be assessed when the teacher needs to ask the student to do something in the classroom. The UAA is designed to minimize the need for contrived testing situations.

**Generalization:** Generalization is a critical aspect of mastery. A student has not mastered a task until he/she can perform that task across a range of settings, using a range of materials, and interacting with a range of individuals. Performing the skill only in the

classroom or only for the teacher is of limited usefulness for the student in other school or community settings. Thus, all UAA tasks have generalization criteria.

The generalization component of the administration and scoring section describes the specific aspects of generalization that are to be addressed in the assessment of the particular task. Generalization criteria are tailored to the particular tasks, but often require the student to demonstrate the skill across people and settings. Appropriate people may include teachers, classroom assistants, therapists, playground supervisors, job coaches, and peers. People with whom the student should naturally perform the skill should be chosen to administer the trials. Relevant settings often include various setting within the school and the community. Different areas within the school qualify as different settings (that is, the student could demonstrate the skill in his/her classroom, the art room, and the hallway, and these qualify as different settings even though all are in the school).

For the example task, *Makes choices (picture representation of activities/objects)*, generalization across people, settings, and materials is required. The three required trials must be conducted in three different settings (for example, classroom, lunchroom, and music room) and with three different people conducting the test (for example, special education teacher, lunchroom staff, and music teacher). In addition, the student must make choices of three different activities/objects. Thus, each of the trials should include a different set of choices (for example, trial 1: puzzle or ball; trial 2: pizza, hamburger, or grilled cheese sandwich; trial 3: cymbals, drum, or maracas), offered by a different person in a different setting.

**Instructions:** The instructions to be given to the student are specified for each task. In many cases, the detailed wording that is given in this section will need to be modified to make it appropriate for the particulars of the testing situation. The suggested wording is very simple and direct. The tester should give instructions that are as close as possible to the example, while making the instructions fit the testing situation. Generally, the instruction should be a naturally occurring request that the student do the task.

- (1) The tester should not provide assistance in the form of extensive instructions or instructions that are more directive than those given in the example. The instructions should be as close as possible to those that naturally occur in the context in which the task is being assessed.
- (2) The tester should not repeat the instructions unless the student requests repetition. The student is expected to respond upon hearing the instruction. If the student requests that the instruction be repeated because he/she did not hear it or needs to clarify what he/she is to do, it is acceptable to repeat the instruction.

The example task, *Makes choices (picture representation of activities/objects)*, specifies the instruction, "Which one do you want?" When the student is presented with 2-3 activities, it would also be acceptable to ask, "What do you want to do now?" But it would not be acceptable to say, "Do you want to play ball? Touch the picture of the ball."

**Examples of Task:** Examples of student performances that fulfill the intent of the task are described in this section. The specific performances described under "Examples of

Task” are intended to illustrate the range of performances that address the task. They should not be taken as the only performances that can be used to assess the task. The teacher (along with the rest of the IEP team) must determine the particular situations and materials that best assess the task within an individual student’s daily activities and environments.

For the example task, *Makes choices (picture representation of activities/objects)*, the teacher should use picture representations of any activities or objects that the student typically accesses.

**Scoring:** Scoring criteria are specified for each task. These criteria are intended to clarify what performances are considered to be “correct.”

For example, the criteria for the task *Makes choices (picture representation of activities/objects)* are:

When shown picture representations of activities/objects, student selects preferred activities/objects, then upon access, he/she shows interest in the choice. (Selects and shows interest)

For a trial to be considered “correct,” the student must (a) make a selection from among 2-3 pictures that depict activities or objects, and (b) demonstrate interest in the activity or object when the person administering the item offers the activity or object to him/her after selection. Some criteria, such as “shows interest,” require more judgment than others. Showing interest in a puzzle may mean the student works on it for several minutes or more, while showing interest in a glass of juice may mean the student takes more than one sip from the glass. The teacher and other team members are in the best position to make these judgments, and should do so keeping the intent of the task in mind.

For all tasks that require communication, the student’s communication must be understandable to the individual with whom he/she is communicating. For example, verbal responses must be intelligible, eye gazes must be detectable, and head nods or shakes must be readily distinguishable by the individual to whom the student is responding. Some tasks (for example, *Expresses Personal Information*) state that the student must make the response to an unfamiliar person and that the response must be readily understandable by that individual. These tasks require that the student have some mode of communication that is understandable to individuals who are familiar with the communication system, but do not interact regularly with the individual student. For example, if a student communicates through ASL, his/her signing must be understandable to competent ASL users who have not previously met the student.

**Use of Prompts:** There are no acceptable prompts for most UAA tasks. Instructions are not considered prompts. Prompts are defined for UAA purposes as any physical or verbal cue provided to the student to assist him/her to respond to the instruction. Examples of prompts that, though not permitted, might be inadvertently used by a test administrator are given to improve the standardization of test administration. The examples are provided to clarify what is and is not acceptable during administration of the task. It is critical that the student independently performs the task upon receiving the instruction.

For the example task, *Makes choices (picture representation of activities/objects)*, any directions, reminders, or urging of the student to respond would be considered unacceptable prompts. An important aspect of the skill being assessed is responding promptly upon being asked, "Which do you want?"

### Assessment Record

The Assessment Record is a single sheet to be completed for each task on which a student is assessed. Each task has its own specialized Assessment Record. Thus, each student who participates in the UAA should have an assessment record for Language Arts, an assessment record for Math and an assessment record for Science. After the assessment is completed, the assessment record is the basis for determining and submitting a proficiency rating of the student's skill on the particular task. All completed Assessment Records should be retained in the student's special education file.

<b>Area:</b>	Language	<b>Task Name:</b>	Makes choices (picture representation of activities/objects) <b>L-054</b>
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The **Area** and **Task Name** are provided at the top of the assessment record for each task.

### Student Information

<b>Student Information</b> (To Be Completed by IEP Team in the Fall)	
<b>Student Name</b>	<i>Michael Smith</i>
<b>Date IEP Team Selected Task</b>	<i>13-Sept-04</i>

The student's name and the date on which the IEP team selected the task are recorded.

## Testing Results

In the spring, the teacher completes a Testing Results table such as the one below.

<b>Testing Results</b> (To Be Completed During the Testing Period in the Spring)			
	<b>Trial 1</b>	<b>Trial 2</b>	<b>Trial 3</b>
<b>Date</b>	<i>May 12</i>	<i>May 12</i>	<i>May 14</i>
<b>Activity/object</b>	<i>Puzzle</i>	<i>Pizza</i>	<i>Cymbals</i>
<b>Setting</b>	<i>Classroom</i>	<i>Lunchroom</i>	<i>Music class</i>
<b>Person</b>	<i>Melinda</i>	<i>Nick</i>	<i>Shelly</i>
<b>Selects and shows interest</b>	Yes <input checked="" type="radio"/> No	<input checked="" type="radio"/> Yes No	<input checked="" type="radio"/> Yes No

The testing record indicates the number of trials required for the task. For the example task, *Makes choices (picture representation of activities/objects)*, three trials are conducted. A trial is an opportunity to perform a task that will be recorded for the UAA for an individual student. Before the opportunity is given, the teacher must decide that this performance will be a trial for the UAA. Many of the UAA tasks are designed to occur in typical daily routines, so the student may perform the task many times during the testing period. It is **not** acceptable to record only successful performances. **To be used as part of the UAA, opportunities must be designated as test trials before the student's response is recorded.**

The teacher records the date and other details about each trial. A **blank space** in the Testing Results table indicates that the teacher should write in information; **Yes/No** (or other similar choices) indicates the teacher should circle one.

For the example task, *Makes choices (picture representation of activities/objects)*, for each of the three trials, the teacher has written in the date, the activity or object that the student selected, the setting, and the person who performed the testing. She has circled yes/no to indicate whether the student made a selection and showed interest in the item that was selected.

Notice that two trials were conducted on a single day and the third trial was conducted on a different day. Teachers should conduct trials when opportunities naturally occur. Thus, the three trials may occur on a single day, or they may be spread over a week or more.

Each of the three trials for this task included different choices. Thus, the student had the opportunity to demonstrate choice across three different activities/objects as was required by the generalization criterion (see the Generalization component in the Administration and Scoring section above). In addition, the teacher arranged to conduct trials in three different settings and with three different people. However, the student responded incorrectly on the first trial (she may not have shown interest in the item she "chose"). She then responded correctly on the second and third trials.



<b>Determination of Proficiency Level</b> (To Be Completed During the Testing Period in the Spring)		
Check One	Proficiency Level	Criterion
	Level 4 - Substantial	3 correct trials: 3 activities/objects, 3 people, 3 settings
√	Level 3 - Sufficient	2 correct trials
	Level 2 - Partial	1 correct trial
	Level 1 - Minimal	No correct trials

The Determination of Proficiency Level table is completed after all the trials are recorded. The student must meet *all criteria* to get credit for a correct trial. Count the number of correct trials and check the corresponding **Proficiency Level**.

Some of the tasks allow the IEP team to select the particular items to be tested. For example, on Task L-059 *Responds to 3 common symbols/logos/universal signs from home and community*, the IEP team selects the particular symbols/logos that will be assessed. As shown in the following example, the Assessment Record for tasks such as this provides space for the teacher to record the specific items that were assessed. In addition to the information on the date, location, tester, and results for each trial, the teacher also recorded the three signs that were assessed (caution, exit, and do not enter).

<b>Testing Results</b> (To Be Completed During the Testing Period in the Spring)				
		Trial 1	Trial 2	Trial 3
<b>Date</b>		<i>May 10</i>	<i>May 15</i>	<i>May 17</i>
<b>Setting</b>		<i>Classroom</i>	<i>Lunchroom</i>	<i>Shop Class</i>
<b>Person</b>		<i>Melinda</i>	<i>Nick</i>	<i>Shelly</i>
<b>Sign 1:</b>	<i>*Caution</i>	<input checked="" type="radio"/> Yes   No	<input checked="" type="radio"/> Yes   No	<input checked="" type="radio"/> Yes   No
<b>Sign 2:</b>	<i>*Exit</i>	<input checked="" type="radio"/> Yes   No	<input checked="" type="radio"/> Yes   No	<input checked="" type="radio"/> Yes   No
<b>Sign 3:</b>	<i>*Do not enter</i>	Yes <input checked="" type="radio"/> No	<input checked="" type="radio"/> Yes   No	<input checked="" type="radio"/> Yes   No
<b>Total Correct Responses</b>		<i>8/9</i>		

## **Alternative/Augmentative Communication and Use of Assistive Technology**

Students may use any communication modes or assistive technology during the UAA that they generally use. Documentation of the need for such support should be found in the student's IEP in the section identifying program modifications or supports for school personnel and/or supplementary aids and services to student or on behalf of student in regular education programs.

Examples of some acceptable accommodations are listed below. This is not a complete list; rather, it is intended to guide the IEP team in determining the most appropriate circumstances under which to assess individual students.

Any communication system the student uses is acceptable for tasks that require a communicative response. The description of the task may imply a verbal response, but any understandable communication is acceptable. Some tasks specify that the communicative response must be understandable by someone unfamiliar with the student.

The two most important criteria for responses are that all responses must achieve the function of the task and must be made independently.

**Function of the Task:** A critical criterion is that the response must achieve the function of the task. Accommodations or use of assistive technology are acceptable providing they *support the function of the task*. For example, if the task requires conveying information, the manner in which the information is conveyed is less important than the fact that it *is* conveyed. The information may be conveyed verbally, through sign language or eye gaze, using picture cards, or any other manner through which the student typically communicates. An example of using assistive technology is independently using adaptive measuring cups to measure the milk to make pancakes. How the student measures the liquid is not as important as the fact that the student is able to measure accurately, i.e., achieve the function of the task.

**Independence:** The student must make the response independently. For example, if the student is using a card containing identifying information to respond to *Expresses Personal Information*, he/she must present the card to the appropriate individual (for example, the school secretary) at the appropriate time (for example, when asked for home address) *without assistance*. It would *not* be considered an independent response if, upon hearing the request, the teacher took the information card out of the student's backpack, handed it to the student and said, "Here is the information she needs. Please hand it to her."

Examples of student response modes:

- Student may respond using sign language.
- Student may respond using an electronic communicative device.
- Student may respond using picture or word cards.
- Student may write a response with either pencil/paper or a word processor.
- Student may respond using eye gaze.
- Student may respond using microswitches.

The Math task, *M-003 Object counting 1-5: Using spoken\* numbers*, requires the student to count a group of objects and indicate the total. A student who does not communicate verbally may count the objects and then point to the correct number on number cards or hand the teacher the correct number card to respond to this task. An asterisk (\*) follows the word *spoken* in the title of the task as a reminder that alternative means of communication are acceptable.

The Language Arts task, *L-031 Expresses personal information (5 items)*, requires the student to respond to questions such as, "What is your name?" A student who does not communicate verbally may respond by showing a card with his/her name on it or typing his/her name into a communicative device. The important functions are that student is able to convey the requested information in a manner understood by the person asking and that the student makes these responses independently.

Using a microswitch to operate a radio is an appropriate use of assistive technology to achieve the function of the Language Arts task, *L-001 Makes movement to produce an effect*.

Pressing a switch to operate a loop tape that says, "Hi, how are you?" is an appropriate use of assistive technology to achieve the function of the Language Arts task, *L-073 Greets others – appropriately initiates greeting*. The student must independently initiate pressing the switch at the appropriate time (for example, someone enters the room, or someone greets the student).

**UAA Language Arts Tasks**

## **Basic Communication**

## UAA Task Sheet

Task Description	
Area	Language Arts
Task Name	Makes movement to produce an effect <b>L-001</b>
Task Description	Student makes a movement to produce an effect (for example, using a microswitch to turn on a light or music). (Alternative communication and technology acceptable. See pg. 19.)

Administration and Scoring	
Setup	Identify times within the context of daily activities when the student is given opportunities to make a movement (for example, press a microswitch) to produce an effect.
Generalization	Student must make movement to produce an effect across 3 effects (for example, turn on music, turn on a light, operate a toy), 3 settings, and 3 people. (The student does <i>not</i> have to use 3 different types of movements for this task.)
Instructions	Place microswitch near student. Tester may give an instruction for student to make a movement (for example, "Press the switch for music"). This instruction is optional.
Examples of Task	Student activates switch with hand movement to: <ul style="list-style-type: none"> <li>• Turn on music in classroom while working with paraprofessional.</li> <li>• Operate toy in physical therapy room while working with the PT.</li> <li>• Turn on television at home while with a sibling.</li> </ul>
Scoring	Student makes movement (for example, presses switch with hand; presses switch with knee) that is sufficient to produce an effect. (Movement)
Use of Prompts	<i>No prompts are allowed.</i> Be careful not to use physical or verbal prompts to assist the student to make the movement (for example, hand-over-hand assistance to press a switch).

## Assessment Record

<b>Area:</b>	Language	<b>Task Name:</b>	Makes movement to produce an effect	<b>L-001</b>
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<b>Student Information</b> (To Be Completed by IEP Team in the Fall)	
<b>Student Name</b>	
<b>Date IEP Team Selected Task</b>	

<b>Testing Results</b> (To Be Completed During the Testing Period in the Spring)			
	Trial 1	Trial 2	Trial 3
<b>Date</b>			
<b>Movement</b>			
<b>Effect</b>			
<b>Setting</b>			
<b>Person</b>			
<b>Movement</b>	Yes    No	Yes    No	Yes    No

<b>Determination of Proficiency Level</b> (To Be Completed During the Testing Period in the Spring)		
Check One	Proficiency Level	Criterion
	Level 4 - Substantial	3 correct trials: 3 effects, 3 settings, 3 people
	Level 3 - Sufficient	2 correct trials
	Level 2 - Partial	1 correct trial
	Level 1 - Minimal	No correct trials

## UAA Task Sheet

Task Description	
Area	Language Arts
Task Name	Responds to auditory stimuli <b>L-002</b>
Task Description	Student responds (for example, orients toward; makes a vocal response) to auditory stimuli. (Alternative communication and technology acceptable. See pg. 19.)

Administration and Scoring	
Setup	Identify times within the context of daily activities when the student is given opportunities to respond to auditory stimuli.
Generalization	Student must respond across 3 forms of auditory stimuli in 3 settings.
Instructions	None. Student independently responds when he/she is presented with an auditory stimulus.
Examples of Task	<ul style="list-style-type: none"> <li>• Student hears a radio and turns head towards music.</li> <li>• Student hears a friend's voice and responds by walking toward friend.</li> <li>• Student hears phone ringing and looks toward phone.</li> </ul>
Scoring	Student makes a movement or other response that is clearly a result of auditory stimulus. (Responds)
Use of Prompts	<i>No prompts are allowed.</i> Be careful not to use physical or verbal prompts to assist or encourage the student to respond (for example, physically initiating a movement toward a ringing phone).



## Assessment Record

<b>Area:</b>	Language	<b>Task Name:</b>	Responds to auditory stimuli	<b>L-002</b>
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### Student Information (To Be Completed by IEP Team in the Fall)

<b>Student Name</b>	
<b>Date IEP Team Selected Task</b>	

### Testing Results

(To Be Completed During the Testing Period in the Spring)

	Trial 1	Trial 2	Trial 3
Date			
Auditory Stimulus			
Response			
Setting			
Responds	Yes No	Yes No	Yes No

### Determination of Proficiency Level

(To Be Completed During the Testing Period in the Spring)

Check One	Proficiency Level	Criterion
	Level 4 - Substantial	3 correct trials: 3 stimuli, 3 settings
	Level 3 - Sufficient	2 correct trials
	Level 2 - Partial	1 correct trial
	Level 1 - Minimal	No correct trials

## UAA Task Sheet

Task Description	
Area	Language Arts
Task Name	Responds to tactile stimuli <b>L-003</b>
Task Description	Student responds (for example, orients toward, makes physical movements) to tactile stimuli. (Alternative communication and technology acceptable. See pg. 19.)

Administration and Scoring	
Setup	Identify times within the context of daily activities when the student is given opportunities to respond to tactile stimuli.
Generalization	Student must respond across 3 forms of tactile stimuli and in 3 settings.
Instructions	None. Student independently responds when he/she is presented with a tactile stimulus.
Examples of Task	<ul style="list-style-type: none"> <li>• Student feels running water and rubs hands together for washing.</li> <li>• Student feels a shoe near foot and puts foot inside of shoe.</li> <li>• Student feels spoon on lips and opens mouth to eat.</li> </ul>
Scoring	Student makes physical movement that is clearly a response to a tactile stimulus. (Responds)
Use of Prompts	<i>No prompts</i> are allowed. Be careful not to use physical or verbal prompts to assist or encourage the student to respond (for example, physically assisting the student to put a foot in a shoe; using a spoon to open the student's mouth for bite of food).

Assessment Record

Area:	Language	Task Name:	Responds to tactile stimuli	L-003
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Student Information	
(To Be Completed by IEP Team in the Fall)	
Student Name	
Date IEP Team Selected Task	

Testing Results						
(To Be Completed During the Testing Period in the Spring)						
	Trial 1		Trial 2		Trial 3	
Date						
Tactile Stimulus						
Response						
Setting						
Responds	Yes	No	Yes	No	Yes	No

Determination of Proficiency Level		
(To Be Completed During the Testing Period in the Spring)		
Check One	Proficiency Level	Criterion
	Level 4 - Substantial	3 correct trials: 3 stimuli, 3 settings
	Level 3 - Sufficient	2 correct trials
	Level 2 - Partial	1 correct trial
	Level 1 - Minimal	No correct trials

## UAA Task Sheet

Task Description	
Area	Language Arts
Task Name	Responds to visual stimuli <b>L-004</b>
Task Description	Student responds (for example, orients toward, makes vocal response) to visual stimuli (for example, books; familiar people). (Alternative communication and technology acceptable. See pg. 19.)

Administration and Scoring	
Setup	Identify times within the context of daily activities when the student is given opportunities to respond to visual stimuli.
Generalization	Student must respond across 3 forms of visual stimuli and in 3 settings.
Instructions	None. Student independently responds when he/she is presented with a visual stimulus.
Examples of Task	<ul style="list-style-type: none"> <li>• Student sees a book and looks at pictures.</li> <li>• Student follows a pet with his/her eyes.</li> <li>• Student sees another person and responds by smiling.</li> </ul>
Scoring	Student makes physical movement or vocal response that is clearly a result of a visual stimulus. (Responds)
Use of Prompts	<i>No prompts are allowed.</i> Be careful not to use physical or verbal prompts to assist or encourage the student to respond (for example, pointing toward a toy the student is holding; saying, "Look at Marc" when the student does not respond to a peer).

## Assessment Record

<b>Area:</b>	Language	<b>Task Name:</b>	Responds to visual stimuli	<b>L-004</b>
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### Student Information (To Be Completed by IEP Team in the Fall)

<b>Student Name</b>	
<b>Date IEP Team Selected Task</b>	

### Testing Results

(To Be Completed During the Testing Period in the Spring)

	Trial 1	Trial 2	Trial 3
Date			
Visual Stimulus			
Response			
Setting			
Responds	Yes    No	Yes    No	Yes    No

### Determination of Proficiency Level

(To Be Completed During the Testing Period in the Spring)

Check One	Proficiency Level	Criterion
	Level 4 - Substantial	3 correct trials: 3 stimuli, 3 settings
	Level 3 - Sufficient	2 correct trials
	Level 2 - Partial	1 correct trial
	Level 1 - Minimal	No correct trials

## UAA Task Sheet

Task Description	
Area	Language Arts
Task Name	Attends to activity/object indicated by others <b>L-005</b>
Task Description	Student attends to activity/object indicated by the verbal or gestural cues of others. (Alternative communication and technology acceptable. See pg. 19.)

Administration and Scoring	
Setup	Identify times within the context of daily activities when the student is given opportunities to attend to an activity/object indicated by others.
Generalization	Student must attend across 3 activities/objects, 3 settings, and 3 people.
Instructions	Give the student an instruction to attend to an object or activity; for example, "Watch how she opens the milk carton."
Examples of Task	<ul style="list-style-type: none"> <li>• "Nadira, watch how David bounces the ball."</li> <li>• Point and say, "Ryan, look at the kite up there."</li> <li>• "Omar, watch the puppy run after this ball."</li> </ul>
Scoring	Student attends to indicated activity/object. In general, the student should attend to an object or activity for at least 5 to 10 seconds. However, the teacher should use discretion in determining a specific time criterion for this task. (Attends)
Use of Prompts	<i>No prompts are allowed.</i> Be careful not to use physical or verbal prompts to assist the student in attending as directed (for example, turning the student's face toward the object/activity or moving the object/activity into the student's line of vision).

## Assessment Record

<b>Area:</b>	Language	<b>Task Name:</b>	Attends to activity/object indicated by others	<b>L-005</b>
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### Student Information (To Be Completed by IEP Team in the Fall)

<b>Student Name</b>	
<b>Date IEP Team Selected Task</b>	

### Testing Results

(To Be Completed During the Testing Period in the Spring)

	Trial 1	Trial 2	Trial 3
<b>Date</b>			
<b>Activity/Object</b>			
<b>Setting</b>			
<b>Person</b>			
<b>Attends</b>	Yes    No	Yes    No	Yes    No

### Determination of Proficiency Level

(To Be Completed During the Testing Period in the Spring)

Check One	Proficiency Level	Criterion
	Level 4 - Substantial	3 correct trials: 3 activity/objects, 3 people, 3 settings
	Level 3 - Sufficient	2 correct trials
	Level 2 - Partial	1 correct trial
	Level 1 - Minimal	No correct trials

## UAA Task Sheet

Task Description	
Area	Language Arts
Task Name	Responds to own name <b>L-006</b>
Task Description	Student responds (for example, orients toward speaker, raises hand) to his/her own name when it is spoken or signed. (Alternative communication and technology acceptable. See pg. 19.)

Administration and Scoring	
Setup	Identify times within the context of daily activities when the student is given opportunities to respond to his/her own name.
Generalization	Student must respond to his/her own name across 3 settings and 3 people.
Instructions	Say the student's name (for example, when taking attendance).
Examples of Task	<ul style="list-style-type: none"> <li>• Student raises hand or says "here" in response to name being called for attendance.</li> <li>• Student gets up in response to name being called at school assembly.</li> <li>• Student looks toward peer calling his/her name.</li> </ul>
Scoring	Student orients or makes other movement appropriate to hearing one's own name. The response to the name must be different from how the student responds to names that are not his/hers. If the student makes the same response to his/her own name that he/she makes to others' names, the trial must be marked "no." (Responds)
Use of prompts	<i>No prompts are allowed.</i> Be careful not to use physical or verbal prompts to assist the student in responding to his/her own name (for example, tapping the student on the shoulder; pointing toward student).



## Assessment Record

<b>Area:</b>	Language	<b>Task Name:</b>	Responds to own name	<b>L-006</b>
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### Student Information (To Be Completed by IEP Team in the Fall)

<b>Student Name</b>	
<b>Date IEP Team Selected Task</b>	

### Testing Results

(To Be Completed During the Testing Period in the Spring)

	Trial 1	Trial 2	Trial 3
<b>Date</b>			
<b>Setting</b>			
<b>Person</b>			
<b>Responds</b>	Yes    No	Yes    No	Yes    No

### Determination of Proficiency Level

(To Be Completed During the Testing Period in the Spring)

Check One	Proficiency Level	Criterion
	Level 4 - Substantial	3 correct trials: 3 settings, 3 people
	Level 3 - Sufficient	2 correct trials
	Level 2 - Partial	1 correct trial
	Level 1 - Minimal	No correct trials

## UAA Task Sheet

Task Description	
Area	Language Arts
Task Name	Imitates verbal model <b>L-007</b>
Task Description	Student imitates verbal model (for example, "Say /b/," "Say mama"). (Alternative communication and technology acceptable. See pg. 19.)

Administration and Scoring	
Setup	Identify times within the context of daily activities when the student is given opportunities to imitate a verbal model.
Generalization	Student must imitate verbal model across 3 verbal responses, 3 settings, and 3 people who model.
Instructions	Tell the student, "Say ____."
Examples of Task	<ul style="list-style-type: none"> <li>• Tell the student, "Say mama."</li> <li>• Tell the student, "Say /t/."</li> <li>• Tell the student, "Say bus."</li> </ul>
Scoring	Student makes a verbal response that phonetically matches the model. To be scored as "yes," the student must imitate the model after it is performed one time. (Imitates)
Use of Prompts	<i>No prompts are allowed.</i> Be careful not to use repeated or exaggerated modeling.

## Assessment Record

<b>Area:</b>	Language	<b>Task Name:</b>	Imitates verbal model	<b>L-007</b>
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### Student Information (To Be Completed by IEP Team in the Fall)

<b>Student Name</b>	
<b>Date IEP Team Selected Task</b>	

### Testing Results

(To Be Completed During the Testing Period in the Spring)

	Trial 1	Trial 2	Trial 3
Date			
Verbal Model			
Setting			
Person			
Imitates	Yes    No	Yes    No	Yes    No

### Determination of Proficiency Level (To Be Completed During the Testing Period in the Spring)

Check One	Proficiency Level	Criterion
	Level 4 - Substantial	3 correct trials: 3 models, 3 settings, 3 people
	Level 3 - Sufficient	2 correct trials
	Level 2 - Partial	1 correct trial
	Level 1 - Minimal	No correct trials

## UAA Task Sheet

Task Description	
Area	Language Arts
Task Name	Imitates motor model <b>L-008</b>
Task Description	Student imitates motor movement immediately after the movement is performed by another person (for example, holding out arm to put on coat). (Alternative communication and technology acceptable. See pg. 19.)

Administration and Scoring	
Setup	<p>Identify times within the context of daily activities when the student is given opportunities to imitate motor models.</p> <p>Select movements to model that the student can do easily, but is not likely to do at the time of the model. For example, modeling scratching one's head when the student is already scratching his/her head is not a legitimate trial.</p>
Generalization	Student must imitate motor model across 3 distinct movements, 3 settings, and 3 people who do the modeling.
Instructions	Tell the student, "Do this," and then model the motor movement.
Examples of Task	<ul style="list-style-type: none"> <li>• "Do this," and then model pressing the switch with your hand.</li> <li>• "Do this," and then model pulling up a zipper.</li> <li>• "Do this," and then model how to open a milk carton.</li> </ul>
Scoring	Student makes movement similar to the model immediately after the model is performed. The movement must be clearly distinct from what the student had been doing. (Imitates)
Use of Prompts	<i>No prompts are allowed.</i> Be careful not to use physical or verbal prompts to assist the student to imitate the model (for example, hand-over-hand assistance to imitate the movement).

## Assessment Record

<b>Area:</b>	Language	<b>Task Name:</b>	Imitates motor model	<b>L-009</b>
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### Student Information (To Be Completed by IEP Team in the Fall)

<b>Student Name</b>	
<b>Date IEP Team Selected Task</b>	

### Testing Results

(To Be Completed During the Testing Period in the Spring)

	Trial 1	Trial 2	Trial 3
Date			
Motor Movement			
Setting			
Person			
Imitates	Yes    No	Yes    No	Yes    No

### Determination of Proficiency Level

(To Be Completed During the Testing Period in the Spring)

Check One	Proficiency Level	Criterion
	Level 4 - Substantial	3 correct trials: 3 models, 3 settings, 3 people
	Level 3 - Sufficient	2 correct trials
	Level 2 - Partial	1 correct trial
	Level 1 - Minimal	No correct trials

## UAA Task Sheet

Task Description	
Area	Language Arts
Task Name	Turn-taking <b>L-009</b>
Task Description	<p>Student takes turns while playing games, sharing toys, or completing classroom activities. The student (1) responds when it is his/her turn and (2) waits when it is not his/her turn.</p> <p>(Alternative communication and technology acceptable. See pg. 19.)</p>

Administration and Scoring	
Setup	Identify times within the context of daily activities when the student is given opportunities to take turns.
Generalization	Student must demonstrate this skill across 3 turn-taking activities, 3 settings, and 3 people.
Instructions	None. Student must independently take turns during activities with others. The student should not require any artificial instruction to take turns.
Examples of Task	<ul style="list-style-type: none"> <li>When playing a board game with a peer, student will take a turn and then wait for the peer to take a turn before going again.</li> <li>When playing a computer game with a peer, student will take a turn and then wait for the peer to take a turn before going again.</li> </ul>
Scoring	Student takes turns. (Takes turns)
Use of Prompts	<i>No prompts are allowed.</i> Be careful not to use physical or verbal prompts to assist the student to take turns (for example, pulling the student's hand back when it is someone else's turn; saying, "No, you just had a turn. Let someone else go now"; saying, "Go ahead, it's your turn").

## Assessment Record

<b>Area:</b>	Language	<b>Task Name:</b>	Turn-taking	<b>L-009</b>
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### Student Information (To Be Completed by IEP Team in the Fall)

<b>Student Name</b>	
<b>Date IEP Team Selected Task</b>	

### Testing Results

(To Be Completed During the Testing Period in the Spring)

	Trial 1	Trial 2	Trial 3
<b>Date</b>			
<b>Activity</b>			
<b>Setting</b>			
<b>Person</b>			
<b>Takes Turns</b>	Yes    No	Yes    No	Yes    No

### Determination of Proficiency Level (To Be Completed During the Testing Period in the Spring)

Check One	Proficiency Level	Criterion
	Level 4 - Substantial	3 correct trials: 3 turns, 3 settings, 3 people
	Level 3 - Sufficient	2 correct trials
	Level 2 - Partial	1 correct trial
	Level 1 - Minimal	No correct trials

## Following Directions



L-010 Responds appropriately to gestures for "Yes" and "No" (nodding or shaking head)

## UAA Task Sheet

### Task Description

<b>Area</b>	Language Arts
<b>Task Name</b>	Responds appropriately to gestures for "Yes" and "No" (nodding or shaking head) <b>L-010</b>
<b>Task Description</b>	Student responds appropriately to nodding and shaking head as nonverbal forms of communicating "Yes" and "No" by continuing or ending activity. (Alternative communication and technology acceptable. See pg. 19.)

### Administration and Scoring

<b>Setup</b>	Identify times within the context of daily activities that the student is given opportunities to respond to gestures for "Yes" and "No."
<b>Generalization</b>	Student must demonstrate appropriate responding to "Yes" and "No" in each of 3 settings with 3 people.
<b>Instructions</b>	None; within the context of typical interactions, the student begins an activity or asks to begin an activity and in response gestures for "Yes" and "No" (nodding and shaking head) are presented.
<b>Examples of Task</b>	<ul style="list-style-type: none"> <li>• Student begins to talk to peer during story time in the library; teacher shakes head. Student stops talking.</li> <li>• Student holds up a puzzle and looks toward teacher; teacher nods head to indicate student may complete the puzzle. Student begins putting the puzzle together.</li> <li>• Student asks if he/she can get a drink; paraprofessional nods head. Student gets a drink.</li> </ul>
<b>Scoring</b>	Student responds appropriately to nodding and shaking head as nonverbal forms of communicating "Yes" and "No" by continuing or ending activity. ( <u>Responds</u> )
<b>Use of Prompts</b>	<i>No prompts are allowed.</i> Be careful not to use physical or verbal prompts to assist the student to respond appropriately (for example, saying, "Please stop that," while shaking head).

## Assessment Record

<b>Area:</b>	Language	<b>Task Name:</b>	Responds appropriately to gestures for "Yes" and "No" (nodding or shaking head)	<b>L-010</b>
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<b>Student Information</b> (To Be Completed by IEP Team in the Fall)	
<b>Student Name</b>	
<b>Date IEP Team Selected Task</b>	

<b>Testing Results</b> (To Be Completed During the Testing Period in the Spring)						
	Trial 1		Trial 2		Trial 3	
<b>Date</b>						
<b>Person</b>						
<b>Setting</b>						
<b>Responds to "Yes"</b>	Yes	No	Yes	No	Yes	No
<b>Responds to "No"</b>	Yes	No	Yes	No	Yes	No
<b>Total Correct</b>	/6					

<b>Determination of Proficiency Level</b> (To Be Completed During the Testing Period in the Spring)		
Check One	Proficiency Level	Criterion
	Level 4 - Substantial	6 correct trials: Yes/No, 3 people, 3 settings
	Level 3 - Sufficient	5 correct trials
	Level 2 - Partial	4 correct trials
	Level 1 - Minimal	Less than 4 correct trials

## UAA Task Sheet

Task Description	
Area	Language Arts
Task Name	Responds appropriately to common gestures/nonverbal communication <b>L-011</b>
Task Description	Student responds appropriately to common gestures and other nonverbal forms of communication. The IEP team identifies gestures/nonverbal communication that are appropriate for the individual student. (Alternative communication and technology acceptable. See pg. 19.)

Administration and Scoring	
Setup	Identify times within the context of daily activities when the student is given opportunities to respond appropriately to common gestures or nonverbal forms of communication.
Generalization	Student must respond to all 3 common gestures or other nonverbal forms of communication in 3 settings and with 3 people.
Instructions	None. Within the context of typical interactions, common gestures or other nonverbal forms of communication are presented.
Examples of Task	<ul style="list-style-type: none"> <li>When student is talking too loudly, teacher taps index finger to his/her lips and student lowers voice.</li> <li>Teacher beckons student to come closer with crooked index finger, and student comes closer.</li> </ul>
Scoring	Student responds appropriately to common nonverbal communication. (Responds)
Use of Prompts	<i>No prompts are allowed.</i> Be careful not to use physical or verbal prompts to assist the student to respond appropriately (for example, saying, "Please stop that," while shaking head).

## Assessment Record

<b>Area:</b>	Language	<b>Task Name:</b>	Responds appropriately to common gestures/nonverbal communication <b>L-011</b>
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Student Information (To Be Completed by IEP Team in the Fall)	
<b>Student Name</b>	
<b>Date IEP Team Selected Task</b>	

Testing Results (To Be Completed During the Testing Period in the Spring)					
		Trial 1	Trial 2	Trial 3	
<b>Date</b>					
<b>Setting</b>					
<b>Person</b>					
<b>Gesture 1</b>	*	Yes   No	Yes   No	Yes   No	
<b>Gesture 2</b>	*	Yes   No	Yes   No	Yes   No	
<b>Gesture 3</b>	*	Yes   No	Yes   No	Yes   No	
<b>Responds to all three</b>		Yes   No	Yes   No	Yes   No	

\*Enter the name of the gesture.

Determination of Proficiency Level (To Be Completed During the Testing Period in the Spring)		
Check One	Proficiency Level	Criterion
	Level 4 - Substantial	3 correct trials: 3 gestures, 3 settings, 3 people
	Level 3 - Sufficient	2 correct trials
	Level 2 - Partial	1 correct trial
	Level 1 - Minimal	No correct trials

## UAA Task Sheet

Task Description	
Area	Language Arts
Task Name	Initiates next step of routine <b>L-012</b>
Task Description	Student initiates the next step of a routine (for example, getting ready to go home at the end of the school day). (Alternative communication and technology acceptable. See pg. 19.)

Administration and Scoring	
Setup	Identify times within the context of daily activities when the student is given opportunities to initiate the next step of a routine.
Generalization	Student must demonstrate this skill across 3 routines, 3 settings, and 3 people.
Instructions	None. Begin a routine and stop at various points to allow the student to initiate the next step.
Examples of Task	<ul style="list-style-type: none"> <li>Getting lunch: Get the tray with the student, and then pause for the student to initiate getting napkin and silverware.</li> <li>Arriving at school: Walk to the student's locker with him/her and wait for student to initiate taking off backpack and coat.</li> <li>Having a snack: Put out napkins and cups and wait for student to initiate getting out the snack.</li> </ul>
Scoring	Student initiates next step of routine. (Initiates)
Use of Prompts	<i>No prompts are allowed.</i> Be careful not to use physical or verbal prompts to assist student to complete the routine (for example, "Do you need to put your coat away now?").

## Assessment Record

<b>Area:</b>	Language	<b>Task Name:</b>	Initiates next step of routine	<b>L-012</b>
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### Student Information (To Be Completed by IEP Team in the Fall)

<b>Student Name</b>	
<b>Date IEP Team Selected Task</b>	

### Testing Results

(To Be Completed During the Testing Period in the Spring)

	Trial 1	Trial 2	Trial 3
Date			
Routine			
Setting			
Person			
Initiates	Yes    No	Yes    No	Yes    No

### Determination of Proficiency Level

(To Be Completed During the Testing Period in the Spring)

Check One	Proficiency Level	Criterion
	Level 4 - Substantial	3 correct trials: 3 routines, 3 settings, 3 people
	Level 3 - Sufficient	2 correct trials
	Level 2 - Partial	1 correct trial
	Level 1 - Minimal	No correct trials

## UAA Task Sheet

Task Description	
Area	Language Arts
Task Name	Follows instructions or requests (1 step, familiar request) <b>L-013</b>
Task Description	Student responds to familiar, single-step instructions or requests by complying with the instruction or request. Familiar requests are those that the student encounters regularly, and may have been directly taught. (Alternative communication and technology acceptable. See pg. 19.)

Administration and Scoring	
Setup	Identify times within the context of daily activities when the student is presented with familiar, single-step requests.
Generalization	The student must demonstrate this skill across 3 requests, 3 people, and 3 settings.
Instructions	Present the student with a single-step instruction familiar to the student (for example, "Please put out the placemats for snack," or "Hang up your coat").
Examples of Task	<ul style="list-style-type: none"> <li>"Please put out the placemats for snack." Student puts out placements.</li> <li>"Hang up your coat." Student hangs up coat.</li> </ul>
Scoring	Student responds appropriately without additional prompts, assistance, or reminders. (Responds)
Use of Prompts	<i>No prompts are allowed.</i> Be careful not to use physical or verbal prompts that assist the student in completing the request (for example, pointing toward an object that the student has been asked to put away; asking, "What should you hang up?").

## Assessment Record

<b>Area:</b>	Language	<b>Task Name:</b>	Follows instructions or requests (1 step, familiar request) <b>L-013</b>
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### Student Information (To Be Completed by IEP Team in the Fall)

<b>Student Name</b>	
<b>Date IEP Team Selected Task</b>	

### Testing Results

(To Be Completed During the Testing Period in the Spring)

	Trial 1	Trial 2	Trial 3
<b>Date</b>			
<b>Request</b>			
<b>Person</b>			
<b>Setting</b>			
<b>Responds</b>	Yes    No	Yes    No	Yes    No

### Determination of Proficiency Level

(To Be Completed During the Testing Period in the Spring)

Check One	Proficiency Level	Criterion
	Level 4 - Substantial	3 correct trials: 3 people, 3 requests, 3 settings
	Level 3 - Sufficient	2 correct trials
	Level 2 - Partial	1 correct trial
	Level 1 - Minimal	No correct trials



## UAA Task Sheet

Task Description	
Area	Language Arts
Task Name	Follows instructions or requests (2 step, familiar request) <b>L-014</b>
Task Description	Student responds to familiar, two-step requests by complying with the instruction or request. The request must include two distinct actions. Familiar requests are those that the student encounters regularly, and may have been directly taught. (Alternative communication and technology acceptable. See pg. 19.)

Administration and Scoring	
Setup	Identify times within the context of daily activities when the student is presented with familiar, two-step requests.
Generalization	Student must demonstrate this skill across 3 requests, 3 people, and 3 settings.
Instructions	Present the student with an instruction (for example, "Get your coat and line up at the door").
Examples of Task	<ul style="list-style-type: none"> <li>• "Get your coat and line up at the door."</li> <li>• "Get a drink and then sit down."</li> </ul>
Scoring	Student responds appropriately. (Responds)
Use of Prompts	<i>No prompts are allowed.</i> Be careful not to use physical or verbal prompts that assist the student in completing the request (for example, pointing toward an object that the student has been asked to put away; asking, "What do you need to get?").

## Assessment Record

<b>Area:</b>	Language	<b>Task Name:</b>	Follows instructions or requests (2 step, familiar request) <b>L-014</b>
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### Student Information (To Be Completed by IEP Team in the Fall)

<b>Student Name</b>	
<b>Date IEP Team Selected Task</b>	

### Testing Results

(To Be Completed During the Testing Period in the Spring)

	Trial 1	Trial 2	Trial 3
<b>Date</b>			
<b>Person</b>			
<b>Request</b>			
<b>Setting</b>			
<b>Responds</b>	Yes    No	Yes    No	Yes    No

### Determination of Proficiency Level

(To Be Completed During the Testing Period in the Spring)

Check One	Proficiency Level	Criterion
	Level 4 - Substantial	3 correct trials: 3 people, 3 requests, 3 settings
	Level 3 - Sufficient	2 correct trials
	Level 2 - Partial	1 correct trial
	Level 1 - Minimal	No correct trials

## UAA Task Sheet

Task Description	
Area	Language Arts
Task Name	Follows instructions or requests (2 step, novel request) <b>L-015</b>
Task Description	Student responds to novel, two-step request/instructions by complying with the instructions or request. The request must include two distinct actions. A novel request is one that has not been taught or practiced previously. (Alternative communication and technology acceptable. See pg. 19.)

Administration and Scoring	
Setup	Identify times within the context of daily activities when the student will be presented with novel, two-step requests.
Generalization	Student must demonstrate this skill across 3 people, 3 requests, and 3 settings.
Instructions	Present the student with two-step instructions (for example, "Put your book away and line up at the door").
Examples of Task	<ul style="list-style-type: none"> <li>When at a fast-food restaurant, say, "Put your wrappers in the wastebasket and leave your tray on the stack."</li> <li>When at an assembly, say, "Take one of the programs and sit in the second row."</li> <li>While on a field trip, say, "Put your soda can in the recycling bin and then line up in your group."</li> </ul>
Scoring	Student responds appropriately. (Responds)
Use of Prompts	<i>No prompts are allowed.</i> Be careful not to use physical or verbal prompts to encourage the student in completing the request (for example, pointing toward an object that the student has been asked to put away; asking, "What should you do next?").

## Assessment Record

<b>Area:</b>	Language	<b>Task Name:</b>	Follows instructions or requests (2 step, novel request) <b>L-015</b>
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### Student Information (To Be Completed by IEP Team in the Fall)

<b>Student Name</b>	
<b>Date IEP Team Selected Task</b>	

### Testing Results

(To Be Completed During the Testing Period in the Spring)

	Trial 1	Trial 2	Trial 3
<b>Date</b>			
<b>Person</b>			
<b>Request</b>			
<b>Setting</b>			
<b>Responds</b>	Yes    No	Yes    No	Yes    No

### Determination of Proficiency Level

(To Be Completed During the Testing Period in the Spring)

Check One	Proficiency Level	Criterion
	Level 4 - Substantial	3 correct trials: 3 people, 3 requests, 3 settings
	Level 3 - Sufficient	2 correct trials
	Level 2 - Partial	1 correct trial
	Level 1 - Minimal	No correct trials

## UAA Task Sheet

### Task Description

<b>Area</b>	Language Arts	
<b>Task Name</b>	Follows simple picture directions – 3 steps	<b>L-016</b>
<b>Task Description</b>	<p>Student follows a sequence of simple picture directions to independently complete a task. The sequence must involve at least 3 pictures, each of which corresponds to a specific behavior in a 3-step chain.</p> <p>(Alternative communication and technology acceptable. See pg. 19.)</p>	

### Administration and Scoring

<b>Setup</b>	Identify times within the context of daily activities when the student is given opportunities to follow simple picture directions to independently complete a task.
<b>Generalization</b>	Student must demonstrate this skill across 3 different sets of picture directions, 3 settings, and 3 people.
<b>Instructions</b>	Give the student an instruction to follow picture directions to complete a task (for example, "Please use these directions to make your sandwich").
<b>Examples of Task</b>	<ul style="list-style-type: none"> <li>Teacher provides picture directions and says, "Please clean up after snack." Student completes the clean up procedure (that includes at least 3 steps).</li> <li>Paraprofessional provides picture directions and says, "Please make your lunch for the field trip." Student uses 3-step picture directions to make lunch.</li> </ul>
<b>Scoring</b>	Student follows simple picture directions. The student must complete the behavior that corresponds with each picture in the directions for the trial to be scored as correct. ( <u>Follows</u> )
<b>Use of Prompts</b>	<i>No prompts are allowed.</i> Be careful not to use physical or verbal prompts to assist the student to complete the task (for example, pointing to a picture and saying, "You did this step, now what is next?").

## Assessment Record

<b>Area:</b>	Language	<b>Task Name:</b>	Follows simple picture directions – 3 steps	<b>L-016</b>
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### Student Information

(To Be Completed by IEP Team in the Fall)

<b>Student Name</b>	
<b>Date IEP Team Selected Task</b>	

### Testing Results

(To Be Completed During the Testing Period in the Spring)

	Trial 1	Trial 2	Trial 3
Date			
Person			
Setting			
Follows	Yes    No	Yes    No	Yes    No

### Determination of Proficiency Level

(To Be Completed During the Testing Period in the Spring)

Check One	Proficiency Level	Criterion
	Level 4 - Substantial	3 correct trials: 3 sets of directions, 3 people, 3 settings
	Level 3 - Sufficient	2 correct trials
	Level 2 - Partial	1 correct trial
	Level 1 - Minimal	no correct trials

## UAA Task Sheet

### Task Description

<b>Area</b>	Language Arts
<b>Task Name</b>	Follows simple picture directions – 6 steps <b>L-017</b>
<b>Task Description</b>	<p>Student follows a sequence of simple picture directions to independently complete a task. The sequence must involve at least 6 pictures, each of which corresponds to a specific behavior in a 6-step chain.</p> <p>(Alternative communication and technology acceptable. See pg. 19.)</p>

### Administration and Scoring

<b>Setup</b>	Identify times within the context of daily activities when the student is given opportunities to follow simple picture directions to independently complete a task.
<b>Generalization</b>	Student must demonstrate this skill across 3 different sets of picture directions, 3 settings, and 3 people.
<b>Instructions</b>	Give the student an instruction to follow picture directions to complete a task (for example, "Please use these directions to make your sandwich").
<b>Examples of Task</b>	<ul style="list-style-type: none"> <li>Teacher provides picture directions and says, "Please clean up after snack." Student completes the clean up procedure (that includes at least 6 steps).</li> <li>Paraprofessional provides picture directions and says, "Please make your lunch for the field trip." Student uses 6-step picture directions to make lunch.</li> </ul>
<b>Scoring</b>	Student follows simple picture directions. The student must complete the behavior that corresponds with each picture in the directions for the trial to be scored as correct. ( <u>Follows</u> )
<b>Use of Prompts</b>	<i>No prompts are allowed.</i> Be careful not to use physical or verbal prompts to assist the student to complete the task (for example, pointing to a picture and saying, "You did this step, now what is next?").

## Assessment Record

<b>Area:</b>	Language	<b>Task Name:</b>	Follows simple picture directions – 6 steps	<b>L-017</b>
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### Student Information

(To Be Completed by IEP Team in the Fall)

<b>Student Name</b>	
<b>Date IEP Team Selected Task</b>	

### Testing Results

(To Be Completed During the Testing Period in the Spring)

	Trial 1	Trial 2	Trial 3
Date			
Person			
Setting			
Follows	Yes    No	Yes    No	Yes    No

### Determination of Proficiency Level

(To Be Completed During the Testing Period in the Spring)

Check One	Proficiency Level	Criterion
	Level 4 - Substantial	3 correct trials: 3 sets of directions, 3 people, 3 settings
	Level 3 - Sufficient	2 correct trials
	Level 2 - Partial	1 correct trial
	Level 1 - Minimal	no correct trials



## UAA Task Sheet

Task Description	
Area	Language Arts
Task Name	Follows rules of game/activity <b>L-018</b>
Task Description	<p>Student follows the rules while participating in familiar games or other activities that have established rules.</p> <p>(Alternative communication and technology acceptable. See pg. 19.)</p>

Administration and Scoring	
Setup	Identify times within the context of daily activities when the student is given opportunities to participate in games or other activities that have established rules.
Generalization	The student must demonstrate this skill across 3 games/activities, 3 groups or individuals, and 3 settings.
Instructions	Tell the student, "You may play _____ now."
Examples of Task	<ul style="list-style-type: none"> <li>• Playing board games (for example, Sorry).</li> <li>• Playing card games (for example, UNO).</li> <li>• Playing yard or recess games (for example, tag, kickball).</li> <li>• Community activities (for example, miniature golf).</li> </ul>
Scoring	Student follows rules of the game or activity. (Follows rules)
Use of Prompts	<i>No prompts are allowed.</i> Be careful not to use physical or verbal prompts to assist the student in following the rules (for example, shaking head when the student tries to take two turns; saying, "Remember, you are out if someone tags you").

## Assessment Record

<b>Area:</b>	Language	<b>Task Name:</b>	Follows rules of game/activity	<b>L-018</b>
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### Student Information (To Be Completed by IEP Team in the Fall)

<b>Student Name</b>	
<b>Date IEP Team Selected Task</b>	

### Testing Results

(To Be Completed During the Testing Period in the Spring)

	Trial 1	Trial 2	Trial 3
Date			
Game/Activity			
Person/Group			
Setting			
Follows Rules	Yes    No	Yes    No	Yes    No

### Determination of Proficiency Level

(To Be Completed During the Testing Period in the Spring)

Check One	Proficiency Level	Criterion
	Level 4 - Substantial	3 correct trials: 3 games/activities, 3 persons/groups, 3 settings
	Level 3 - Sufficient	2 correct trials
	Level 2 - Partial	1 correct trial
	Level 1 - Minimal	No correct trials

## UAA Task Sheet

### Task Description

Area	Language Arts	
Task Name	Delivers a message – less than a 10-minute delay	<b>L-019</b>
Task Description	<p>Student delivers a one-sentence message less than 10 minutes after receiving the message. This task does not require extensive memorization of information (only one sentence), nor does it require the student to remember the message for a long period of time (less than 10 minutes). This task requires finding the correct recipient and communicating the relevant information.</p> <p>(Alternative communication and technology acceptable. See pg. 19.)</p>	

### Administration and Scoring

Setup	Identify times within the context of daily activities when the student is given opportunities to deliver a message. The message should be very short (should not require memorization of extensive information) and should be delivered soon (should not require long-term remembering).
Generalization	Student must demonstrate this skill across 3 one-sentence messages, 3 recipients, and 3 settings (at least one non-school setting).
Instructions	<p>Tell the student, "Please deliver this message: _____ to _____."</p> <p>Upon receiving a message and a request to deliver the message, the student independently finds the desired recipient of the message and relays the one-sentence message to him/her (for example, going to the library, finding the librarian, and letting him/her know the class will be there in 15 minutes).</p>
Examples of Task	<ul style="list-style-type: none"> <li>From teacher: "Tell librarian that the class will be there in 15 minutes."</li> <li>From Dad: "Tell Mom that dinner is ready."</li> </ul>
Scoring	Student locates the recipient of the message and accurately delivers the message. The student must produce the communication in the presence of the recipient. Simply delivering a note that was written by another person does not fulfill this requirement. (Delivers)
Use of Prompts	<i>No prompts are allowed.</i> Be careful not to use physical or verbal prompts to help the student remember to deliver the message, including who the message is for, or what the message is (for example, "Don't you have something to tell your teacher?").

## Assessment Record

<b>Area:</b>	Language	<b>Task Name:</b>	Delivers a message – less than a 10-minute delay <b>L-019</b>
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### Student Information (To Be Completed by IEP Team in the Fall)

<b>Student Name</b>	
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<b>Date IEP Team Selected Task</b>	
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### Testing Results (To Be Completed During the Testing Period in the Spring)

	Trial 1	Trial 2	Trial 3
<b>Date</b>			
<b>Message</b>			
<b>Recipient</b>			
<b>Setting</b>			
<b>Delivers</b>	Yes    No	Yes    No	Yes    No

### Determination of Proficiency Level (To Be Completed During the Testing Period in the Spring)

Check One	Proficiency Level	Criterion
	Level 4 - Substantial	3 correct trials: 3 messages, 3 recipients, 3 settings
	Level 3 - Sufficient	2 correct trials
	Level 2 - Partial	1 correct trial
	Level 1 - Minimal	No correct trials

## UAA Task Sheet

### Determination of Proficiency Level (To Be Completed During the Testing Period in the Spring)

<b>Area</b>	Language Arts	
<b>Task Name</b>	Delivers a message – more than a 10-minute delay	<b>L-020</b>
<b>Task Description</b>	<p>Student delivers a message consisting of two or more sentences 10 or more minutes after receiving the message. This task requires (1) remembering the information from at least two sentences (2) for more than 10 minutes, (3) finding the correct recipient, and (4) communicating the relevant information.</p> <p>(Alternative communication and technology acceptable. See pg. 19.)</p>	

### Administration and Scoring

<b>Setup</b>	Identify times within the context of daily activities when the student is given opportunities to deliver a message.
<b>Generalization</b>	Student must demonstrate this skill across 3 messages of 2 or more sentences, 3 recipients, and 3 settings.
<b>Instructions</b>	<p>Tell the student, "Please deliver this message: _____ to _____."</p> <p>Upon receiving a message and a request to deliver the message, the student independently finds the desired recipient of message and relays the two or more sentence message to him/her with more than a 10-minute delay (for example, the student delivers a message from the teacher to his/her parents after school).</p>
<b>Examples of Task</b>	<ul style="list-style-type: none"> <li>• Delivers a message to the teacher once the teacher returns to the room.</li> <li>• Delivers a message from home to school.</li> </ul>
<b>Scoring</b>	Student locates the recipient of the message and accurately delivers the message. The student must produce the communication in the presence of the recipient. Simply delivering a note that was written by another person does not fulfill this requirement. ( <u>Delivers</u> )
<b>Use of Prompts</b>	No prompts are allowed. Be careful not to use physical or verbal prompts to help the student remember to deliver the message, who the message is for, or what the message is (for example, "Don't you have something to tell your teacher?").

## Assessment Record

<b>Area:</b>	Language	<b>Task Name:</b>	Delivers a message – more than a 10-minute delay <b>L-020</b>
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### Student Information

(To Be Completed by IEP Team in the Fall)

<b>Student Name</b>	
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<b>Date IEP Team Selected Task</b>	
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### Testing Results

(To Be Completed During the Testing Period in the Spring)

	Trial 1	Trial 2	Trial 3
<b>Date</b>			
<b>Message</b>			
<b>Recipient</b>			
<b>Setting</b>			
<b>Delivers</b>	Yes    No	Yes    No	Yes    No

### Determination of Proficiency Level

(To Be Completed During the Testing Period in the Spring)

Check One	Proficiency Level	Criterion
	Level 4 - Substantial	3 correct trials: 3 messages, 3 recipients, 3 settings
	Level 3 - Sufficient	2 correct trials
	Level 2 - Partial	1 correct trial
	Level 1 - Minimal	No correct trials

## Answering and Asking Questions

## UAA Task Sheet

Task Description	
Area	Language Arts
Task Name	Expresses yes/no <b>L-021</b>
Task Description	Student accurately answers "yes" or "no" to questions asked across a variety of settings and people. (Alternative communication and technology acceptable. See pg. 19.)

Administration and Scoring	
Setup	Identify times within the context of daily activities when the student is given opportunities to respond to questions requiring "yes" or "no" responses.
Generalization	Student must demonstrate this skill across 6 questions (3 yes, 3 no), 3 settings, and 3 people.
Instructions	Present the student with questions requiring "yes" or "no" responses. In each setting, one question should be expected to elicit a "yes" response and one a "no" response.
Examples of Task	<ul style="list-style-type: none"> <li>Are you seven years old?</li> <li>Did you have carrots for lunch?</li> <li>Did you wear a coat today?</li> </ul>
Scoring	Student accurately answers "yes" or "no." (Answers)
Use of Prompts	<i>No prompts are allowed.</i> Be careful not to use physical or verbal prompts to assist the student in correctly answering the question (for example, nodding or shaking head as student answers; asking, "Are you <i>sure</i> you didn't bring a coat?").



## Assessment Record

<b>Area:</b>	Language	<b>Task Name:</b>	Expresses yes/no	<b>L-021</b>
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### Student Information (To Be Completed by IEP Team in the Fall)

<b>Student Name</b>	
<b>Date IEP Team Selected Task</b>	

### Testing Results

(To Be Completed During the Testing Period in the Spring)

	Trial 1	Trial 2	Trial 3
Date			
Setting			
Person			
Question 1: Yes	Correct    Incorrect	Correct    Incorrect	Correct    Incorrect
Question 2: No	Correct    Incorrect	Correct    Incorrect	Correct    Incorrect
Total Correct	/6		

### Determination of Proficiency Level

(To Be Completed During the Testing Period in the Spring)

Check One	Proficiency Level	Criterion
	Level 4 - Substantial	6 correct responses
	Level 3 - Sufficient	5 correct responses
	Level 2 - Partial	3 – 4 correct responses
	Level 1 - Minimal	Less than 3 correct responses

## UAA Task Sheet

Task Description	
Area	Language Arts
Task Name	Responds to questions – 1 question word <b>L-022</b>
Task Description	Student accurately responds to questions using 1 target question word (for example, “where” questions). (Alternative communication and technology acceptable. See pg. 19.)

Administration and Scoring	
Setup	Identify times within the context of daily activities when the student is given opportunities to respond to questions containing the target question word.
Generalization	Student must demonstrate this task across 3 questions containing the target question word, 3 people, and 3 settings.
Instructions	Ask the student a question containing the target question word (for example, “Where is your library book?”).
Examples of Task	<ul style="list-style-type: none"> <li>• “Where is your coat?”</li> <li>• “Where is the teacher?”</li> <li>• “Where are the brooms?”</li> </ul>
Scoring	Student accurately responds to (answers) the question. ( <u>Responds</u> )
Use of Prompts	<i>No prompts are allowed.</i> Be careful not to use physical or verbal prompts to assist the student to answer the question (for example, looking toward or pointing at the person or object in question).

## Assessment Record

<b>Area:</b>	Language	<b>Task Name:</b>	Responds to questions – 1 question word	<b>L-022</b>
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### Student Information (To Be Completed by IEP Team in the Fall)

<b>Student Name</b>	
<b>Date IEP Team Selected Task</b>	

### Testing Results

(To Be Completed During the Testing Period in the Spring)

	Trial 1	Trial 2	Trial 3
Date			
Question	*	*	*
Person			
Setting			
Responds	Yes    No	Yes    No	Yes    No

\* Enter question asked of student

### Determination of Proficiency Level

(To Be Completed During the Testing Period in the Spring)

Check One	Proficiency Level	Criterion
	Level 4 - Substantial	3 correct trials: 3 different questions, 3 people, 3 settings
	Level 3 - Sufficient	2 correct trials
	Level 2 - Partial	1 correct trial
	Level 1 - Minimal	no correct trials

## UAA Task Sheet

### Task Description

<b>Area</b>	Language Arts
<b>Task Name</b>	Responds to questions – 3 question words <b>L-023</b>
<b>Task Description</b>	<p>Student accurately responds to questions using 3 target question words (for example, “where,” “who,” and “what” questions). Each word is tested with three distinct questions.</p> <p>(Alternative communication and technology acceptable. See pg. 19.)</p>

### Administration and Scoring

<b>Setup</b>	Identify times within the context of daily activities when the student is given opportunities to respond to questions containing the target question words.
<b>Generalization</b>	Student must demonstrate this task across 3 questions for each target question word, 3 people, and 3 settings (total of 9 questions).
<b>Instructions</b>	Ask the student a question containing one of the target question words (for example, “Where is your library book?”).
<b>Examples of Task</b>	<ul style="list-style-type: none"> <li>• “Where is your coat?”</li> <li>• “Who is the music teacher?”</li> <li>• “What is your sign?”</li> </ul>
<b>Scoring</b>	Student accurately responds to (answers) the question.
<b>Use of Prompts</b>	<i>No prompts are allowed.</i> Be careful not to use physical or verbal prompts to assist the student to answer the question (for example, looking toward or pointing at the person or object in question).

## Assessment Record

<b>Area:</b>	Language	<b>Task Name:</b>	Responds to questions – 3 question words	<b>L-023</b>
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### Student Information (To Be Completed by IEP Team in the Fall)

<b>Student Name</b>	
<b>Date IEP Team Selected Task</b>	

Attach list of 9 questions; 3 for each of 3 question words (for example, who, what, how).

### Testing Results (To Be Completed During the Testing Period in the Spring)

		Trial 1	Trial 2	Trial 3
Date				
Person				
Setting				
Question word 1:		Yes No	Yes No	Yes No
Question word 2:		Yes No	Yes No	Yes No
Question word 3:		Yes No	Yes No	Yes No
Total Correct	/9			

### Determination of Proficiency Level (To Be Completed During the Testing Period in the Spring)

Check One	Proficiency Level	Criterion
	Level 4 - Substantial	8 – 9 correct responses: 9 questions, 3 people, 3 settings
	Level 3 - Sufficient	7 correct responses
	Level 2 - Partial	5 -6 correct responses
	Level 1 - Minimal	Less than 5 correct responses

## UAA Task Sheet

### Task Description

<b>Area</b>	Language Arts
<b>Task Name</b>	Responds to questions about past and future – 3 question words <b>L-024</b>
<b>Task Description</b>	Student accurately responds to questions about the past and future by answering with a single response or simple sentence. These questions should include 3 different question words (for example, where, who, and what). (Alternative communication and technology acceptable. See pg. 19.)

### Administration and Scoring

<b>Setup</b>	Identify times within the context of daily activities when the student is given opportunities to respond to questions about the past and future.
<b>Generalization</b>	The student must demonstrate this skill across 3 distinct questions for each question word, with 3 people, and in 3 settings.
<b>Instructions</b>	Ask the student a question. The questions asked should be ones for which (1) the student is expected to know the answer, and (2) the tester knows the correct answer. For questions about the future, accuracy must be judged after the event in question takes place.
<b>Examples of Task</b>	<ul style="list-style-type: none"> <li>• “When are you going to a movie?”</li> <li>• “What did you have for breakfast this morning?”</li> <li>• “Who was at the picnic yesterday?”</li> </ul>
<b>Scoring</b>	Student responds correctly. (Correct)
<b>Use of Prompts</b>	<i>No prompts are allowed.</i> Be careful not to use physical and verbal prompts to help the student respond, or prompts that indicate an appropriate response (for example, “I think you were planning on going to a movie, <i>weren't you?</i> ”).

## Assessment Record

<b>Area:</b>	Language	<b>Task Name:</b>	Responds to questions about past and future – 3 question words <b>L-024</b>
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Student Information (To Be Completed by IEP Team in the Fall)	
<b>Student Name</b>	
<b>Date IEP Team Selected Task</b>	

Attach list of 9 questions; 3 for each of 3 question words (for example, who, what, how).
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Testing Results (To Be Completed During the Testing Period in the Spring)				
		Trial 1	Trial 2	Trial 3
<b>Date</b>				
<b>Person</b>				
<b>Setting</b>				
<b>Question word 1:</b>		Yes No	Yes No	Yes No
<b>Question word 2:</b>		Yes No	Yes No	Yes No
<b>Question word 3:</b>		Yes No	Yes No	Yes No
<b>Total Correct</b>	/9			

Determination of Proficiency Level (To Be Completed During the Testing Period in the Spring)		
Check One	Proficiency Level	Criterion
	Level 4 - Substantial	3 correct trials: 3 questions, 3 people, 3 settings
	Level 3 - Sufficient	2 correct trials
	Level 2 - Partial	1 correct trial
	Level 1 - Minimal	No correct trials

## UAA Task Sheet

Task Description	
Area	Language Arts
Task Name	Retells experience – 3 ideas <b>L-025</b>
Task Description	Student retells an experience by conveying at least 3 ideas about the experience. The ideas must be accurate and understandable to the listener. (Alternative communication and technology acceptable. See pg. 19.)

Administration and Scoring	
Setup	Identify times within the context of daily activities when the student is given opportunities to retell an experience. This opportunity should be given soon after the recalled experience. The tester ("listener") should not have been present during the experience (otherwise, why would he/she ask about it?) but should be able to confirm the accuracy of the student's statements.
Generalization	Student must demonstrate this skill across 3 experiences, retell in 3 settings, and to 3 people.
Instructions	After the student has had a memorable experience, say, "Tell me about _____."
Examples of Task	<ul style="list-style-type: none"> <li>Student tells at least 3 ideas about what he/she did at the park. "Jill was there. I went on the slide. I skinned my knee."</li> </ul>
Scoring	Student retells an experience including at least 3 items. (Retells)
Use of Prompts	The examiner may say, "Who did you go with?" "What did you do first?" <i>No other prompts are allowed.</i> Be careful not to use physical or verbal prompts to assist the student in retelling the experience such as having the student respond to yes/no questions instead of retelling the experience (for example, "Did you go with Ethan to the park?" or "Did you go on the slide and then the swings?").



## Assessment Record

<b>Area:</b>	Language	<b>Task Name:</b>	Retells experience – 3 ideas	<b>L-025</b>
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### Student Information (To Be Completed by IEP Team in the Fall)

<b>Student Name</b>	
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<b>Date IEP Team Selected Task</b>	
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### Testing Results (To Be Completed During the Testing Period in the Spring)

	Trial 1	Trial 2	Trial 3
<b>Date</b>			
<b>Setting</b>			
<b>Person</b>			
<b>Experience</b>			
<b>Idea 1</b>	*	*	*
<b>Idea 2</b>	*	*	*
<b>Idea 3</b>	*	*	*
<b>Retells 3 Ideas</b>	Yes No	Yes No	Yes No

\*Write the idea stated by student in the box.

### Determination of Proficiency Level (To Be Completed During the Testing Period in the Spring)

Check One	Proficiency Level	Criterion
	Level 4 - Substantial	3 correct trials: 3 ideas, 3 settings, 3 people
	Level 3 - Sufficient	2 correct trials
	Level 2 - Partial	1 correct trial
	Level 1 - Minimal	No correct trials

## UAA Task Sheet

### Task Description

<b>Area</b>	Language Arts
<b>Task Name</b>	Retells experience – 6 ideas <b>L-026</b>
<b>Task Description</b>	Student retells an experience by conveying at least 6 ideas about the experience. The ideas must be accurate and understandable to the listener. (Alternative communication and technology acceptable. See pg. 19.)

### Administration and Scoring

<b>Setup</b>	Identify times within the context of daily activities when the student is given opportunities to retell an experience. This opportunity should be given soon after the recalled experience. The tester ("listener") should not have been present during the experience (otherwise, why would he/she ask about it?) but should be able to confirm the accuracy of the student's statements.
<b>Generalization</b>	Student must demonstrate this skill across 3 experiences, retell in 3 settings, and to 3 people.
<b>Instructions</b>	After the student has had a memorable experience, say, "Tell me about _____."
<b>Examples of Task</b>	<ul style="list-style-type: none"> <li>Student tells at least 6 ideas about what he/she did at the park. "Jill was there. I went on the slide. I skinned my knee. I had ice cream. It was yummy. I want to go again."</li> </ul>
<b>Scoring</b>	Student retells an experience including at least 6 ideas. ( <u>Retells</u> )
<b>Use of Prompts</b>	The examiner may say, "Who did you go with?" "What did you do first?" No other prompts are allowed. Be careful not to use physical or verbal prompts to assist the student in retelling the experience, such as having the student respond to yes/no questions instead of retelling the experience (for example, "Did you go with Ethan to the park?" "Did you go on the slide and then the swings?").

## Assessment Record

<b>Area:</b>	Language	<b>Task Name:</b>	Retells experience – 6 ideas	<b>L-026</b>
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### Student Information

(To Be Completed by IEP Team in the Fall)

<b>Student Name</b>	
<b>Date IEP Team Selected Task</b>	

### Testing Results

(To Be Completed During the Testing Period in the Spring)

	Trial 1	Trial 2	Trial 3
Date			
Setting			
Person			
Experience			
Idea 1	*	*	*
Idea 2	*	*	*
Idea 3	*	*	*
Idea 4	*	*	*
Idea 5	*	*	*
Idea 6	*	*	*
Retells 6 Ideas	Yes    No	Yes    No	Yes    No

\*Write the idea stated by student in the box.

### Determination of Proficiency Level

(To Be Completed During the Testing Period in the Spring)

Check One	Proficiency Level	Criterion
	Level 4 - Substantial	3 correct trials: 6 ideas, 3 settings, 3 people
	Level 3 - Sufficient	2 correct trials
	Level 2 - Partial	1 correct trial
	Level 1 - Minimal	No correct trials

## UAA Task Sheet

Task Description	
Area	Language Arts
Task Name	Asks questions – 1 question word <b>L-027</b>
Task Description	Student asks 3 different questions using a single question word (for example, who, where, or when) to request information (for example, "Where is Kyle?"). (Alternative communication and technology acceptable. See pg. 19.)

Administration and Scoring	
Setup	Identify times within the context of daily routines when student has reason to ask a question. The teacher may set up situations in which the student needs to ask for information.
Generalization	Student must ask 3 different questions (all using same question word) across 3 settings and 3 people.
Instructions	No instructions are given. Student must spontaneously initiate request for information; however, the teacher may arrange a situation in which the student needs to ask a question.
Examples of Task	<ul style="list-style-type: none"> <li>• Student points to a new toy and asks, "What is that?"</li> <li>• Student sees a zebra in a book and asks, "What is it?"</li> <li>• Student is given broccoli on lunch tray and asks, "What is that?"</li> </ul>
Scoring	Student asks a question using the target question word correctly. ( <u>Asks</u> )
Use of Prompts	<i>No prompts are allowed.</i> Be careful to avoid verbal or physical prompts to assist the student in using question word or seeking information (for example, looking at the student expectantly when you think he/she should be asking a question; asking, "Do you have a question?").

## Assessment Record

<b>Area:</b>	Language Arts	<b>Task Name:</b>	Asks questions – 1 question word	<b>L-027</b>
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### Student Information

(To Be Completed by IEP Team in the Fall)

<b>Student Name</b>	
<b>Date IEP Team Selected Task</b>	

### Testing Results

(To Be Completed During the Testing Period in the Spring)

	Trial 1	Trial 2	Trial 3
Date			
Question	*	*	*
Person			
Setting			
Asks	Yes    No	Yes    No	Yes    No

\*Enter the question asked.

### Determination of Proficiency Level

(To Be Completed During the Testing Period in the Spring)

Check One	Proficiency Level	Criterion
	Level 4 - Substantial	3 correct trials: 3 questions, 3 people, 3 settings
	Level 3 - Sufficient	2 correct trials
	Level 2 - Partial	1 correct trial
	Level 1 - Minimal	no correct trials

## UAA Task Sheet

Task Description	
Area	Language Arts
Task Name	Asks questions – 3 question words <b>L-028</b>
Task Description	<p>Student asks questions using 3 different question words (for example, who, where, and when) to request information (for example, "Where is Kyle?"). Student uses each of the 3 target terms for 3 different questions each (total of 9 questions).</p> <p>(Alternative communication and technology acceptable. See pg. 19.)</p>

Administration and Scoring	
Setup	Identify times within the context of daily routines when student has reason to ask questions. The teacher may set up situations in which the student needs to request information.
Generalization	Student must demonstrate this task by using 3 different question words for 3 different questions each across 3 settings and 3 people.
Instructions	No instructions are given. Student must spontaneously initiate request for information; however, the teacher may arrange a situation in which the student needs to ask a question.
Examples of Task	<ul style="list-style-type: none"> <li>• Student points to a new toy and asks, "What is that?"</li> <li>• Student is getting ready for instruction and asks, "Where is my book?"</li> <li>• Student is told to line up behind the line leader; the student asks, "Who is the line leader today?"</li> </ul>
Scoring	Student asks questions using the target question words correctly. ( <u>Asks</u> )
Use of Prompts	<i>No prompts are allowed.</i> Be careful not to use verbal or physical prompts to assist the student in using question word or seeking information (for example, looking at the student expectantly when you think he/she should be asking a question; asking, "Do you have a question?").

## Assessment Record

**Area:** Language Arts **Task Name:** Asks questions – 3 question words **L-028**

### Student Information

(To Be Completed by IEP Team in the Fall)

**Student Name**

**Date IEP Team Selected Task**

### Testing Results

(To Be Completed During the Testing Period in the Spring)

	Trial 1	Trial 2	Trial 3
<b>Question Word 1</b>	*	*	*
<b>Setting</b>			
<b>Person</b>			
<b>Asks</b>	Yes No	Yes No	Yes No
<b>Question Word 2</b>	*	*	*
<b>Setting</b>			
<b>Person</b>			
<b>Asks</b>	Yes No	Yes No	Yes No
<b>Question Word 3</b>	*	*	*
<b>Setting</b>			
<b>Person</b>			
<b>Asks</b>	Yes No	Yes No	Yes No
<b>Total Correct</b>	/9		

\*Enter the question asked.

### Determination of Proficiency Level

(To Be Completed During the Testing Period in the Spring)

Check One	Proficiency Level	Criterion
	Level 4 - Substantial	8-9 correct responses
	Level 3 - Sufficient	6-7 correct responses
	Level 2 - Partial	4-5 correct responses
	Level 1 - Minimal	Less than 4 correct responses

## UAA Task Sheet

### Task Description

<b>Area</b>	Language Arts	
<b>Task Name</b>	Makes predictions in authentic situations and in stories	<b>L-029</b>
<b>Task Description</b>	The student makes reasonable predictions about what could occur next in the sequence of events in an authentic situation or in a story. (Alternative communication and technology acceptable. See pg. 19.)	

### Administration and Scoring

<b>Setup</b>	Identify times within the context of daily activities when the student is given opportunities to make predictions about authentic situations or stories.
<b>Generalization</b>	The student must demonstrate this skill across 3 stories/situations, 3 settings, and 3 people.
<b>Instructions</b>	During an authentic situation or when reading a story, stop and ask the student, "What will happen next?"
<b>Examples of Task</b>	<ul style="list-style-type: none"> <li>Teacher reads or tells a story and stops at logical places to ask, "What will happen next?"</li> <li>Teacher asks the student, "What will happen now?" when the bus leaves without them.</li> </ul>
<b>Scoring</b>	Student makes a reasonable prediction (i.e., one that could actually occur in the given context) about what could happen next in the sequence of events. (Reasonable)
<b>Use of Prompts</b>	No prompts are allowed. Be careful not to use physical or verbal prompts to assist the student in making a reasonable prediction (for example, pointing to pictures in the story; expanding on the story or emphasizing details to shape a correct prediction).



Assessment Record

Area:	Language	Task Name:	Makes predictions in authentic situations and in stories
			L-029

Student Information	
(To Be Completed by IEP Team in the Fall)	
Student Name	
Date IEP Team Selected Task	

Testing Results						
(To Be Completed During the Testing Period in the Spring)						
	Trial 1		Trial 2		Trial 3	
Date						
Story/situation						
Setting						
Person						
Reasonable	Yes	No	Yes	No	Yes	No

To Be Completed During the Assessment Window in the Spring		
Check One	Proficiency Level	Criterion
	Level 4 - Substantial	3 correct trials: 3 stories, 3 settings, 3 people
	Level 3 - Sufficient	2 correct trials
	Level 2 - Partial	1 correct trial
	Level 1 - Minimal	No correct trials

Information

## UAA Task Sheet

### Task Description

<b>Area</b>	Language Arts
<b>Task Name</b>	Expresses own first name <b>L-030</b>
<b>Task Description</b>	Student identifies self by using his/her own first name. (Alternative communication and technology acceptable. See pg. 19.)

### Administration and Scoring

<b>Setup</b>	Identify times within the context of daily activities when student is given opportunities to identify him/herself by name.
<b>Generalization</b>	Student must demonstrate this skill across 3 settings and 3 people.
<b>Instructions</b>	Ask student, "What is your name?"
<b>Examples of Task</b>	<ul style="list-style-type: none"> <li>• A new assistant asks the student his/her name.</li> <li>• Secretary asks the student his/her name.</li> <li>• Classroom visitor asks the student his/her name.</li> </ul>
<b>Scoring</b>	Student expresses own first name when asked. ( <u>Expresses name</u> )
<b>Use of Prompts</b>	<i>No prompts are allowed.</i> Be careful to avoid verbal or physical prompts to assist the student in expressing his/her own name (for example, saying the beginning sound of students name; asking, "Are you Trent?").

## Assessment Record

<b>Area:</b>	Language Arts	<b>Task Name:</b>	Expresses own first name	<b>L-030</b>
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### Student Information (To Be Completed by IEP Team in the Fall)

<b>Student Name</b>	
<b>Date IEP Team Selected Task</b>	

### Testing Results

(To Be Completed During the Testing Period in the Spring)

	Trial 1	Trial 2	Trial 3
Date			
Person			
Setting			
Expresses Name	Yes    No	Yes    No	Yes    No

### Determination of Proficiency Level

(To Be Completed During the Testing Period in the Spring)

Check One	Proficiency Level	Criterion
	Level 4 - Substantial	3 correct trials: 3 people, 3 settings
	Level 3 - Sufficient	2 correct trials
	Level 2 - Partial	1 correct trial
	Level 1 - Minimal	no correct trials

## UAA Task Sheet

Task Description	
Area	Language Arts
Task Name	Expresses personal information (5 items) <b>L-031</b>
Task Description	<p>The student expresses at least 5 items of personal information. When asked a direct question, the student gives the requested personal information on 5 items. The IEP should specify the 5 most important bits of personal information for the individual student (for example, first name, last name, address, phone number, father's name, mother's name, etc.).</p> <p>(Alternative communication and technology acceptable. See pg. 19.)</p>

Administration and Scoring	
Setup	Identify times within the context of daily activities when the student is given opportunities to express personal information.
Generalization	The student must express all 5 items of personal information to 3 people (at least one person must be unfamiliar) and in 3 settings.
Instructions	Ask the student for an item of personal information (for example, "What is your name?").
Examples of Task	<p>During an interview student responds to questions giving his/her name, address, school, job coach, and Social Security number.</p> <ul style="list-style-type: none"> <li>The school secretary asks for name, address, phone number, parents' names, and medical information for the school records.</li> </ul>
Scoring	When asked, "What is your _____?" the student gives correct responses. (Correct)
Use of Prompts	<p>Acceptable prompts are: "What is your address? And your zip code?" Respond to the student's requests for clarification of required information (for example, "Yes, your home phone number"). <i>No other prompts are allowed.</i> Be careful not to use physical or verbal prompts to provide information or assist the student in providing the correct information (for example, "The state you live in starts with U; what state is that?").</p>

## Assessment Record

**Area:** Language **Task Name:** Expresses personal information (5 items) **L-031**

### Student Information

(To Be Completed by IEP Team in the Fall)

**Student Name**

**Date IEP Team Selected Task**

### Testing Results

(To Be Completed During the Testing Period in the Spring)

		Trial 1		Trial 2		Trial 3	
<b>Date</b>							
<b>Person</b>						(Unfamiliar Person)	
<b>Setting</b>							
<b>Item 1</b>	*	Yes	No	Yes	No	Yes	No
<b>Item 2</b>	*	Yes	No	Yes	No	Yes	No
<b>Item 3</b>	*	Yes	No	Yes	No	Yes	No
<b>Item 4</b>	*	Yes	No	Yes	No	Yes	No
<b>Item 5</b>	*	Yes	No	Yes	No	Yes	No
<b>All 5 Correct</b>		Yes	No	Yes	No	Yes	No

\*Enter item of personal information here.

### Determination of Proficiency Level

(To Be Completed During the Testing Period in the Spring)

Check One	Proficiency Level	Criterion
	Level 4 - Substantial	3 correct trials: 5 items, 3 people (one unfamiliar), 3 settings
	Level 3 - Sufficient	2 correct trials
	Level 2 - Partial	1 correct trial
	Level 1 - Minimal	No correct trials

## UAA Task Sheet

Task Description		
Area	Language Arts	
Task Name	Expresses personal information in job interview context (10 items)	<b>L-032</b>
Task Description	<p>When asked for personal information in a formal setting such as a job interview, student responds with requested personal information on 10 items. (Required information may include first name, last name, phone number, street address, city, state, date of birth, age, full name of parent(s), and name of school. This list may be modified by the IEP team.)</p> <p>(Alternative communication and technology acceptable. See pg. 19.)</p>	

Administration and Scoring	
Setup	Identify times when the student is given opportunities to express personal information in a formal setting, such as a job interview or simulated job interview.
Generalization	The student must demonstrate this skill across 3 people (at least one person must be unfamiliar) and 3 settings.
Instructions	Ask the student for an item of personal information (for example, "What is your name?").
Examples of Task	<ul style="list-style-type: none"> <li>Giving personal information during simulated job interview.</li> <li>Giving personal information in a job interview.</li> </ul>
Scoring	When asked, "What is your _____?" the student gives correct responses. (Correct)
Use of Prompts	<p>Acceptable prompts are: "What is your address? And your zip code?"</p> <p>Respond to the student's requests for clarification of required information (for example, "Yes, your home phone number"). No other prompts are allowed. Be careful not to use physical or verbal prompt to help student with requested information.</p>

## Assessment Record

<b>Area:</b>	Language	<b>Task Name:</b>	Expresses personal information in job interview context (10 items)	<b>L-032</b>
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Student Information (To Be Completed by IEP Team in the Fall)	
<b>Student Name</b>	
<b>Date IEP Team Selected Task</b>	

Testing Results (To Be Completed During the Testing Period in the Spring)							
		Trial 1		Trial 2		Trial 3	
<b>Date</b>							
<b>Person</b>						(Unfamiliar Person)	
<b>Setting</b>							
<b>Item 1</b>	*	Yes	No	Yes	No	Yes	No
<b>Item 2</b>	*	Yes	No	Yes	No	Yes	No
<b>Item 3:</b>	*	Yes	No	Yes	No	Yes	No
<b>Item 4:</b>	*	Yes	No	Yes	No	Yes	No
<b>Item 5:</b>	*	Yes	No	Yes	No	Yes	No
<b>Item 6:</b>	*	Yes	No	Yes	No	Yes	No
<b>Item 7:</b>	*	Yes	No	Yes	No	Yes	No
<b>Item 8:</b>	*	Yes	No	Yes	No	Yes	No
<b>Item 9:</b>	*	Yes	No	Yes	No	Yes	No
<b>Item 10:</b>	*	Yes	No	Yes	No	Yes	No
<b>Total Number Correct</b>		/30					

\*Enter the item of personal information.

Determination of Proficiency Level (To Be Completed During the Testing Period in the Spring)		
Check One	Proficiency Level	Criterion
	Level 4 - Substantial	28-30 correct trials
	Level 3 - Sufficient	25-27 correct trials
	Level 2 - Partial	20-24 correct trial
	Level 1 - Minimal	Less than 20 correct trials



## UAA Task Sheet

### Task Description

<b>Area</b>	Language Arts
<b>Task Name</b>	Color Identification – 3 colors <b>L-033</b>
<b>Task Description</b>	Student identifies target colors in environment (for example, gets red jacket; picks up blue crayon; finds yellow paper). (Alternative communication and technology acceptable. See pg. 19.)

### Administration and Scoring

<b>Setup</b>	Identify times within the context of daily activities when the student is given opportunities to identify colors in his/her environment.
<b>Generalization</b>	Student must identify 3 colors, each with 3 people and in 3 settings (total of 9 trials).
<b>Instructions</b>	Give the student an instruction containing a color word. For example, "Bring me the red marker."
<b>Examples of Task</b>	<ul style="list-style-type: none"> <li>During P.E., ask the student, "Get a green ball, please."</li> <li>During art, ask the student, "Please hand me a yellow crayon."</li> <li>When packaging office supplies, ask the student, "Please add the red paperclips."</li> </ul>
<b>Scoring</b>	Student identifies specified color in environment. ( <u>Identifies</u> )
<b>Use of Prompts</b>	<i>No prompts are allowed.</i> Be careful to avoid verbal or physical prompts to assist the student in identifying colors (for example, nodding/shaking head; looking toward correct color; saying, "I need the red bowl – is that the red bowl or the blue bowl?").

## Assessment Record

**Area:** Language Arts **Task Name:** Color Identification – 3 colors **L-033**

### Student Information

(To Be Completed by IEP Team in the Fall)

**Student Name**

**Date IEP Team Selected Task**

### Testing Results

(To Be Completed During the Testing Period in the Spring)

	Trial 1	Trial 2	Trial 3
<b>Color 1</b>	*	*	*
<b>Setting</b>			
<b>Person</b>			
<b>Identifies</b>	Yes No	Yes No	Yes No
<b>Color 2</b>	*	*	*
<b>Setting</b>			
<b>Person</b>			
<b>Identifies</b>	Yes No	Yes No	Yes No
<b>Color 3</b>	*	*	*
<b>Setting</b>			
<b>Person</b>			
<b>Identifies</b>	Yes No	Yes No	Yes No
<b>Total Correct</b>	/9		

\* Enter color and object name

### Determination of Proficiency Level

(To Be Completed During the Testing Period in the Spring)

Check One	Proficiency Level	Criterion
	Level 4 - Substantial	8-9 correct responses
	Level 3 - Sufficient	6-7 correct responses
	Level 2 - Partial	4-5 correct responses
	Level 1 - Minimal	Less than 4 correct responses

## UAA Task Sheet

### Task Description

<b>Area</b>	Language Arts
<b>Task Name</b>	Color Identification – 8 colors <b>L-034</b>
<b>Task Description</b>	Student identifies target colors in environment (for example, gets red jacket; picks up blue crayon; finds yellow paper). (Alternative communication and technology acceptable. See pg. 19.)

### Administration and Scoring

<b>Setup</b>	Identify times within the context of daily activities when the student is given opportunities to identify colors in his/her environment.
<b>Generalization</b>	Student must identify 8 colors, each with 2 people and in 2 settings (total of 16 trials).
<b>Instructions</b>	Give the student an instruction containing a color word. For example, "Bring me the red marker."
<b>Examples of Task</b>	<ul style="list-style-type: none"> <li>During P.E., ask the student, "Get a green ball, please."</li> <li>During art, ask the student, "Please hand me a yellow crayon."</li> <li>When packaging office supplies, ask the student, "Please add the red paperclips."</li> </ul>
<b>Scoring</b>	Student identifies specified color in environment. ( <u>Identifies</u> )
<b>Use of Prompts</b>	<i>No prompts are allowed.</i> Be careful to avoid verbal or physical prompts to assist the student in identifying colors (for example, nodding/shaking head; looking toward correct color; saying, "I need the red bowl – is that the red bowl or the blue bowl?").

## Assessment Record

**Area:** Language Arts **Task Name:** Color Identification – 8 colors **L-034**

### Student Information (To Be Completed by IEP Team in the Fall)

**Student Name** \_\_\_\_\_  
**Date IEP Team Selected Task** \_\_\_\_\_

### Testing Results (To Be Completed During the Testing Period in the Spring)

	Trial 1		Trial 2			Trial 1		Trial 2	
<b>Color 1</b>					<b>Color 5</b>				
<b>Person</b>					<b>Person</b>				
<b>Setting</b>					<b>Setting</b>				
<b>Identifies</b>	Yes	No	Yes	No	<b>Identifies</b>	Yes	No	Yes	No
<b>Color 2</b>					<b>Color 6</b>				
<b>Person</b>					<b>Person</b>				
<b>Setting</b>					<b>Setting</b>				
<b>Identifies</b>	Yes	No	Yes	No	<b>Identifies</b>	Yes	No	Yes	No
<b>Color 3</b>					<b>Color 7</b>				
<b>Person</b>					<b>Person</b>				
<b>Setting</b>					<b>Setting</b>				
<b>Identifies</b>	Yes	No	Yes	No	<b>Identifies</b>	Yes	No	Yes	No
<b>Color 4</b>					<b>Color 8</b>				
<b>Person</b>					<b>Person</b>				
<b>Setting</b>					<b>Setting</b>				
<b>Identifies</b>	Yes	No	Yes	No	<b>Identifies</b>	Yes	No	Yes	No
<b>Total Correct</b>	/16								

\* Enter color and object name

### Determination of Proficiency Level (To Be Completed During the Testing Period in the Spring)

Check One	Proficiency Level	Criterion
	Level 4 - Substantial	15 – 16 correct responses
	Level 3 - Sufficient	13 – 14 correct responses
	Level 2 - Partial	8 – 12 correct responses
	Level 1 - Minimal	Less than 8 correct responses

L-035 Identifies common objects (actual objects; not pictures) – 5 objects

## UAA Task Sheet

Task Description	
Area	Language Arts
Task Name	Identifies common objects (actual objects; not pictures) – 5 objects <b>L-035</b>
Task Description	In the context of completing an instruction, student identifies common objects from home, school, and community (5 objects). (Alternative communication and technology acceptable. See pg. 19.)

Administration and Scoring	
Setup	Identify times when, in the context of completing an instruction, the student is given opportunities to identify common objects from home, school, or community.
Generalization	Student must identify 5 common objects with each of 3 people and 2 settings. The specific examples of each object should be different in the three settings. For example, if "table" is a target object, the student should identify different tables in the two settings.
Instructions	Present the student with an instruction that requires identifying a common object (for example, "Please bring me a cup").
Examples of Task	<ul style="list-style-type: none"> <li>• "Please put these plates on the table."</li> <li>• "Give me the book."</li> <li>• "Put the toy in the closet."</li> </ul>
Scoring	Student identifies the object. ( <u>Identifies</u> )
Use of Prompts	<i>No prompts are allowed.</i> Be careful not to use physical or verbal prompts to assist the student to identify the object (for example, looking pointedly at the object the student must identify; saying, "That's your sweater; you need your <i>raincoat</i> ").

## Assessment Record

<b>Area:</b>	Language	<b>Task Name:</b>	Identifies common objects (actual objects; not pictures) – 5 objects	<b>L-035</b>
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### Student Information (To Be Completed by IEP Team in the Fall)

**Student Name**

**Date IEP Team Selected Task**

List 5 objects or attach list.

### Testing Results

(To Be Completed During the Testing Period in the Spring)

	Trial 1	Trial 2	Trial 3
<b>Date</b>			
<b>Setting</b>			
<b>Person</b>			
<b>Number Correct</b>	/5	/5	/5
<b>Total Correct</b>	/15		

### Determination of Proficiency Level

(To Be Completed During the Testing Period in the Spring)

Check One	Proficiency Level	Criterion
	Level 4 - Substantial	14 – 15 correct trials: 5 objects, 3 people, 3 settings
	Level 3 - Sufficient	12 – 13 correct trials
	Level 2 - Partial	10 – 11 correct trials
	Level 1 - Minimal	Less than 10 correct trials

## UAA Task Sheet

### Task Description

<b>Area</b>	Language Arts
<b>Task Name</b>	Identifies common objects (actual objects; not pictures) – 10 objects <b>L-036</b>
<b>Task Description</b>	In the context of completing an instruction, student identifies common objects from home, school, and community (10 objects). (Alternative communication and technology acceptable. See pg. 19.)

### Administration and Scoring

<b>Setup</b>	Identify times when, in the context of completing an instruction, the student is given opportunities to identify common objects from home, school, or community.
<b>Generalization</b>	Student must identify 10 common objects across 2 people and 2 settings. The specific examples of each object should be different in the two settings. For example, if "table" is a target object, the student should identify different tables in the two settings.
<b>Instructions</b>	Present the student with an instruction that requires identifying a common object (for example, "Please bring me a cup").
<b>Examples of Task</b>	<ul style="list-style-type: none"> <li>• "Please put these plates on the kitchen table."</li> <li>• "Give me the book."</li> <li>• "Put the toy in the closet."</li> </ul>
<b>Scoring</b>	Student identifies the object. ( <u>Identifies</u> )
<b>Use of Prompts</b>	<i>No prompts are allowed.</i> Be careful not to use physical or verbal prompts to assist the student to identify the object (for example, looking pointedly at the object the student must identify; saying, "That's your sweater; you need your <i>raincoat</i> ").

## Assessment Record

<b>Area:</b>	Language	<b>Task Name:</b>	Identifies common objects (actual objects; not pictures) – 10 objects	<b>L-036</b>
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List 10 objects or attach list.

### Testing Results

(To Be Completed During the Testing Period in the Spring)

	Trial 1	Trial 2
<b>Date</b>		
<b>Setting</b>		
<b>Person</b>		
<b>Number Correct</b>	/10	/10
<b>Total Correct</b>	/20	

### Determination of Proficiency Level

(To Be Completed During the Testing Period in the Spring)

Check One	Proficiency Level	Criterion
	Level 4 - Substantial	18 – 20 correct trials: 10 objects, 3 people, 3 settings
	Level 3 - Sufficient	16 – 17 correct trials
	Level 2 - Partial	13 – 15 correct trials
	Level 1 - Minimal	Less than 13 correct trials



## UAA Task Sheet

### Task Description

<b>Area</b>	Language Arts
<b>Task Name</b>	Identifies common objects (actual objects; not pictures) – 20 objects <b>L-037</b>
<b>Task Description</b>	In the context of completing an instruction, student identifies common objects from home, school, and community (20 objects). (Alternative communication and technology acceptable. See pg. 19.)

### Administration and Scoring

<b>Setup</b>	Identify times when, in the context of completing an instruction, the student is given opportunities to identify common objects from home, school, or community.
<b>Generalization</b>	Student must identify 20 common objects across 2 people and 2 settings. The specific examples of each object should be different in the two settings. For example, if "table" is a target object, the student should identify different tables in the two settings.
<b>Instructions</b>	Present the student with an instruction that requires identifying a common object (for example, "Please bring me a cup").
<b>Examples of Task</b>	<ul style="list-style-type: none"> <li>• "Please put these plates on the table."</li> <li>• "Give me the book."</li> <li>• "Put the toy in the closet."</li> </ul>
<b>Scoring</b>	Student identifies the object. ( <u>Identifies</u> )
<b>Use of Prompts</b>	<i>No prompts are allowed.</i> Be careful not to use physical or verbal prompts to assist the student to identify the object (for example, looking pointedly at the object the student must identify; saying, "That's your sweater; you need your <i>raincoat</i> ").

## Assessment Record

<b>Area:</b>	Language	<b>Task Name:</b>	Identifies common objects (actual objects; not pictures) – 20 objects	<b>L-037</b>
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Student Information (To Be Completed by IEP Team in the Fall)	
<b>Student Name</b>	
<b>Date IEP Team Selected Task</b>	

List 20 objects or attach list.
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Testing Results (To Be Completed During the Testing Period in the Spring)		
	Trial 1†	Trial 2†
<b>Date</b>		
<b>Person</b>		
<b>Number Correct</b>	/20	/20
<b>Total Correct</b>	/40	

† The two trials must use different examples of each object.

Determination of Proficiency Level (To Be Completed During the Testing Period in the Spring)		
Check One	Proficiency Level	Criterion
	Level 4 - Substantial	36 – 40 correct responses: 20 objects, 2 examples, 2 people
	Level 3 - Sufficient	32 – 35 correct responses
	Level 2 - Partial	25 – 31 correct responses
	Level 1 - Minimal	Less than 25 correct responses

# Making Requests

## UAA Task Sheet

### Task Description

<b>Area</b>	Language Arts
<b>Task Name</b>	Requests attention – using appropriate practical actions <b>L-038</b>
<b>Task Description</b>	Student demonstrates practical actions to gain attention appropriately (for example, tug on sleeve, tap on arm, waving, making eye contact, vocalizing). (Alternative communication and technology acceptable. See pg. 19.)

### Administration and Scoring

<b>Setup</b>	Identify times within the context of daily activities when the student has reason to gain the attention of other people. Student must spontaneously initiate request for attention; however, the teacher may arrange a situation in which the student needs to request attention.
<b>Generalization</b>	Student must demonstrate this skill across 3 settings and 3 people.
<b>Instructions</b>	No instructions are given. Student must spontaneously initiate getting attention in an appropriate manner, but teacher may arrange situations so that the student will need to get attention.
<b>Examples of Task</b>	<ul style="list-style-type: none"> <li>• Student makes eye contact with assistant and vocalizes when ready for another bite of lunch.</li> <li>• Student taps on the arm of teacher to show new boots.</li> <li>• Student waves arm to gain adult attention when he/she wants to play on playground equipment.</li> </ul>
<b>Scoring</b>	Student gains attention using a socially appropriate practical action. ( <u>Gains attention</u> )
<b>Use of Prompts</b>	<i>No prompts are allowed.</i> Be careful to avoid physical or verbal prompts to assist the student in gaining attention (for example, looking at the student expectantly when you think he/she wants attention; saying, "Raise your hand if you need help").

## Assessment Record

<b>Area:</b>	Language Arts	<b>Task Name:</b>	Requests attention – using appropriate practical actions <b>L-038</b>
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### Student Information

(To Be Completed by IEP Team in the Fall)

**Student Name**

**Date IEP Team Selected Task**

### Testing Results

(To Be Completed During the Testing Period in the Spring)

	Trial 1	Trial 2	Trial 3
<b>Date</b>			
<b>Person</b>			
<b>Setting</b>			
<b>Action</b>			
<b>Gains attention</b>	Yes    No	Yes    No	Yes    No

### Determination of Proficiency Level

(To Be Completed During the Testing Period in the Spring)

Check One	Proficiency Level	Criterion
	Level 4 - Substantial	3 correct trials: 3 people, 3 settings
	Level 3 - Sufficient	2 correct trials
	Level 2 - Partial	1 correct trial
	Level 1 - Minimal	no correct trials

## UAA Task Sheet

Task Description	
Area	Language Arts
Task Name	Requests attention – using appropriate words <b>L-039</b>
Task Description	Student uses words to get attention appropriately. (Alternative communication and technology acceptable. See pg. 19.)

Administration and Scoring	
Setup	Identify times within the context of daily activities when the student is given opportunities to get others' attention.
Generalization	Student must demonstrate this skill across 3 settings, and 3 people.
Instructions	None. Student must independently initiate getting attention.
Examples of Task	<ul style="list-style-type: none"> <li>• Student yells, "Look at me!" to get teacher's attention on the playground.</li> <li>• Student signs teacher's name to get attention during an instructional group.</li> </ul>
Scoring	Student successfully gains the attention of the person toward whom the behavior was directed, and the manner of gaining attention is considered appropriate by that person. (Gets attention)
Use of Prompts	<i>No prompts are allowed.</i> Be careful not to use physical or verbal prompts to assist the student to get attention (for example, looking at the student expectantly when you think he/she wants attention; saying, "Say my name if you want me to come over").

## Assessment Record

<b>Area:</b>	Language	<b>Task Name:</b>	Requests attention – using appropriate words	<b>L-039</b>
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### Student Information (To Be Completed by IEP Team in the Fall)

<b>Student Name</b>	
<b>Date IEP Team Selected Task</b>	

### Testing Results

(To Be Completed During the Testing Period in the Spring)

	Trial 1	Trial 2	Trial 3
Date			
Setting			
Person			
Gets Attention	Yes No	Yes No	Yes No

### Determination of Proficiency Level (To Be Completed During the Testing Period in the Spring)

Check One	Proficiency Level	Criterion
	Level 4 - Substantial	3 correct trials: 3 settings, 3 people
	Level 3 - Sufficient	2 correct trials
	Level 2 - Partial	1 correct trial
	Level 1 - Minimal	No correct trials

## UAA Task Sheet

### Task Description

<b>Area</b>	Language Arts	
<b>Task Name</b>	Expresses acceptance and rejection	<b>L-040</b>
<b>Task Description</b>	Student independently expresses acceptance (agrees to, says yes) or rejection (declines, says no) in response to a variety of requests. (Alternative communication and technology acceptable. See pg. 19.)	

### Administration and Scoring

<b>Setup</b>	Identify times within the context of daily activities when student is given opportunities to accept (agree to, say yes) or reject (decline, say no) objects and/or activities. Requesters each present 2 trials. One trial should be expected to elicit a "yes," and the other expected to elicit a "no."
<b>Generalization</b>	Student must demonstrate this task for 3 instances of acceptance and 3 instances of rejection. These 6 instances must include responding to at least 3 different individuals (requesters) in 3 different settings.
<b>Instructions</b>	Ask the student if he/she wants something. For example, "Do you want to go for a walk?"
<b>Examples of Task</b>	<ul style="list-style-type: none"> <li>"Do you want to go for a walk?"</li> </ul> <p>Student <b>assents</b>:</p> <p>Understanding: without further prompts, the student gets ready for walk (for example, putting on outdoor clothing, going to door).</p> <p><i>Not</i> understanding: student continues with current activity, requires prompts to prepare for the walk, or resists going for the walk.</p> <ul style="list-style-type: none"> <li>"Do you want a drink?"</li> </ul> <p>Student <b>declines</b>:</p> <p>Understanding: student does not indicate he/she expected to get a drink (for example, does not act upset or confused when others get a drink).</p> <p><i>Not</i> understanding: student appears upset or confused when he/she does not receive a drink.</p>
<b>Scoring</b>	<p>Student expresses acceptance or rejection. (<u>Accepts</u> or <u>Rejects</u>)</p> <p>Subsequent behavior indicates he/she made the response he/she intended (see examples above). (<u>Understanding</u>)</p>
<b>Use of Prompts</b>	<i>No prompts are allowed.</i> Be careful to avoid verbal or physical prompts to assist the student in accepting or rejecting offers (for example, repeating request; nodding or shaking head; saying, "You look like you <i>don't</i> want it"; handing object to student before he/she has a chance to accept or decline).



## Assessment Record

**Area:** Language Arts **Task Name:** Expresses acceptance and rejection **L-040**

### Student Information

(To Be Completed by IEP Team in the Fall)

**Student Name**

**Date IEP Team Selected Task**

### To be completed during the assessment window in the Spring

	Trial 1	Trial 2	Trial 3
<b>Date</b>			
<b>Person</b>			
<b>Setting</b>			
<b>Accepts with Understanding</b>	Yes No	Yes No	Yes No
<b>Date</b>			
<b>Person</b>			
<b>Setting</b>			
<b>Rejects with Understanding</b>	Yes No	Yes No	Yes No
<b>Total Correct</b>	/6		

### Determination of Proficiency Level

(To Be Completed During the Testing Period in the Spring)

Check One	Proficiency Level	Criterion
	Level 4 - Substantial	6 correct trials: 3 accept, 3 reject, 3 people, 3 settings
	Level 3 - Sufficient	4-5 correct trials: at least 2 accept, 2 reject
	Level 2 - Partial	2-3 correct trials: at least 1 accept, 1 reject
	Level 1 - Minimal	0-1 correct trials

L-041 Responds to, "Do you want more?" to continue or end an activity

## UAA Task Sheet

Task Description	
Area	Language Arts
Task Name	Responds to, "Do you want more?" to continue or end an activity <b>L-041</b>
Task Description	<p>Student expresses desire for continuation or end of activity when asked, "Do you want more?" Subsequent behavior shows understanding by indicating that the student really did want continuation or end.</p> <p>(Alternative communication and technology acceptable. See pg. 19.)</p>

Administration and Scoring	
Setup	Identify times within the context of daily activities when student is asked if he/she would like to continue or end an activity.
Generalization	Student must demonstrate this task for 3 instances of "continue" and 3 instances of "end." These 6 instances must include responding to 3 different individuals (requesters) in 3 different settings.
Instructions	<p>Ask student if he/she wants to continue or end the activity. For example:</p> <ul style="list-style-type: none"> <li>Any activity: "Do you want more?"</li> <li>Playing catch: "Do you want more catch?"</li> <li>Brushing hair: "Do you want more brush?"</li> </ul> <p>Each requester should ask the question at a time expected to elicit a "continue" response and a time expected to elicit an "end" response.</p>
Examples of Task	<ul style="list-style-type: none"> <li>Reading a book; pause and ask, "More book?"</li> <li>Tossing a ball to student to catch; pause and ask, "Do you want more catch?"</li> <li>Brushing the student's hair; pause and ask, "Do you want more brush?"</li> </ul>
Scoring	Student responds when asked if he/she wants more, <b>and</b> subsequent behavior indicates the student got the intended outcome. ( <u>Resp &amp; show</u> )
Use of Prompts	<i>No prompts are allowed.</i> Be careful not to give verbal or physical prompts to assist the student in requesting continuation or end (for example, repeating request; nodding or shaking head; saying, "You look like you want more").

## Assessment Record

<b>Area:</b>	Language Arts	<b>Task Name:</b>	Responds to, "Do you want more?" to continue or end an activity <b>L-041</b>
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### Student Information

(To Be Completed by IEP Team in the Fall)

**Student Name**

**Date IEP Team Selected Task**

### Testing Results

(To Be Completed During the Testing Period in the Spring)

	Trial 1	Trial 2	Trial 3
<b>Date</b>			
<b>Setting</b>			
<b>Person</b>			
<b>Resp &amp; Show: Continue</b>	Yes No	Yes No	Yes No
<b>Resp &amp; Show: End</b>	Yes No	Yes No	Yes No
<b>Total Correct</b>	/6		

### Determination of Proficiency Level

(To Be Completed During the Testing Period in the Spring)

Check One	Proficiency Level	Criterion
	Level 4 - Substantial	6 correct responses
	Level 3 - Sufficient	5 correct responses
	Level 2 - Partial	3 – 4 correct responses
	Level 1 - Minimal	Less than 3 correct responses

## UAA Task Sheet

Task Description	
Area	Language Arts
Task Name	Requests more/continue <b>and</b> requests stop/end <b>L-042</b>
Task Description	Student spontaneously expresses desire for continuation of an activity and end of an activity. (Alternative communication and technology acceptable. See pg. 19.)

Administration and Scoring	
Setup	Identify times within the context of daily activities when student may request to continue or end an activity. The teacher may set up situations in which the student needs to request "more" or "stop."
Generalization	Student must demonstrate 3 uses of <i>continue</i> and 3 instances of <i>end</i> . These 6 instances must include making request to at least 3 different individuals in 3 different settings.
Instructions	No instructions are given. Student must spontaneously request continuation or end of activity.
Examples of Task	<ul style="list-style-type: none"> <li>• Student listening to book on tape finishes book and asks for another.</li> <li>• Teacher is brushing student's hair; student says, "Please stop."</li> <li>• Teacher pauses in game of catch; student says, "More."</li> </ul>
Scoring	Student spontaneously expresses desire for to continue (req. continue) or end (req. end) activity.
Use of Prompts	<i>No prompts are allowed.</i> Be careful to avoid verbal or physical prompts to assist the student in requesting continuation or end (for example, ask student, "Do you want more?"; saying, "You look like you want more").

## Assessment Record

**Area:** Language Arts **Task Name:** Requests more/continue and requests stop/end **L-042**

### Student Information (To Be Completed by IEP Team in the Fall)

**Student Name**

**Date IEP Team Selected Task**

### To be completed during the assessment window in the Spring

	Trial 1	Trial 2	Trial 3
<b>Date</b>			
<b>Person</b>			
<b>Setting</b>			
<b>Activity</b>	*	*	*
<b>Req. Continue</b>	Yes No	Yes No	Yes No
<b>Date</b>			
<b>Person</b>			
<b>Setting</b>			
<b>Activity</b>	*	*	*
<b>Req. End</b>	Yes No	Yes No	Yes No
<b>Total Correct</b>	/6		

\* Describe activity that student requests to continue or end.

### To be completed during the assessment window in the Spring

Check One	Proficiency Level	Criterion
	Level 4 - Substantial	6 correct trials: 3 continue, 3 stop, 3 people, 3 settings
	Level 3 - Sufficient	4-5 correct trials: at least 2 continue, 2 stop
	Level 2 - Partial	2-3 correct trials: at least 1 continue, 1 stop
	Level 1 - Minimal	0-1 correct trials

## UAA Task Sheet

Task Description	
Area	Language Arts
Task Name	Requests actions/objects – using practical actions <b>L-043</b>
Task Description	Student makes requests by using practical actions. The student uses a behavior to prompt another person to assist him/her. (Alternative communication and technology acceptable. See pg. 19.)

Administration and Scoring	
Setup	Identify times within the context of daily activities when the student makes requests using practical actions. The teacher may create situations in which the student needs assistance (for example, a favorite toy is out of reach) in order to assess this task.
Generalization	Student must demonstrate this skill by using practical actions to make 3 different requests from 3 people, in 3 settings.
Instructions	None. Student must initiate the request based on the need for assistance.
Examples of Task	<ul style="list-style-type: none"> <li>• Student takes another's hand and pulls him/her toward a desired object.</li> <li>• Student stands by sink with cup in hand and waits for a drink of water.</li> <li>• Student stands in front of snack cupboard and waits for someone to get him/her a snack.</li> </ul>
Scoring	Student independently initiates and makes an understandable request by a practical action. (Requests)
Use of Prompts	<i>No prompts are allowed.</i> Be careful not to use physical or verbal prompts to assist student to make a request (for example, putting the glass in the student's hand, guiding him/her to the sink, and saying, "Oh, you want a drink of water").

## Assessment Record

<b>Area:</b>	Language	<b>Task Name:</b>	Requests actions/objects – using practical actions <b>L-043</b>
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### Student Information

(To Be Completed by IEP Team in the Fall)

<b>Student Name</b>	
<b>Date IEP Team Selected Task</b>	

### Testing Results

(To Be Completed During the Testing Period in the Spring)

	Trial 1	Trial 2	Trial 3
<b>Date</b>			
<b>Action/Request</b>			
<b>Setting</b>			
<b>Person</b>			
<b>Requests</b>	Yes    No	Yes    No	Yes    No

### Determination of Proficiency Level

(To Be Completed During the Testing Period in the Spring)

Check One	Proficiency Level	Criterion
	Level 4 - Substantial	3 correct trials: 3 requests, 3 settings, 3 people
	Level 3 - Sufficient	2 correct trials
	Level 2 - Partial	1 correct trial
	Level 1 - Minimal	No correct trials

## UAA Task Sheet

### Task Description

<b>Area</b>	Language Arts
<b>Task Name</b>	Requests object – using single words <b>L-044</b>
<b>Task Description</b>	Student spontaneously uses single words to request desired objects (3 different objects). (Alternative communication and technology acceptable. See pg. 19.)

### Administration and Scoring

<b>Setup</b>	Identify times within the context of daily routines when the student is given opportunities to request specific objects. Student must spontaneously request the object; however, the teacher may arrange a situation in which the student needs the object.
<b>Generalization</b>	Student must demonstrate this skill across 3 objects, 3 settings, and 3 people.
<b>Instructions</b>	No instructions are given. Student should initiate request for object.
<b>Examples of Task</b>	<ul style="list-style-type: none"> <li>• During lunch activity student says, "Milk."</li> <li>• During grooming routine, student says, "Brush."</li> <li>• On basketball court, student asks, "Ball?"</li> </ul>
<b>Scoring</b>	Student accurately uses a single word to request a desired object. ( <u>Requests</u> )
<b>Use of Prompts</b>	<i>No prompts are allowed.</i> Be careful to avoid verbal or physical prompts to assist the student in making a request (for example, repeated cues to encourage student response; pointing toward needed object or supplies).



## Assessment Record

<b>Area:</b>	Language Arts	<b>Task Name:</b>	Requests object – using single words	<b>L-044</b>
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### Student Information

(To Be Completed by IEP Team in the Fall)

<b>Student Name</b>	
<b>Date IEP Team Selected Task</b>	

### Testing Results

(To Be Completed During the Testing Period in the Spring)

	Trial 1	Trial 2	Trial 3
Date			
Person			
Setting			
Object			
Requests	Yes    No	Yes    No	Yes    No

### Determination of Proficiency Level

(To Be Completed During the Testing Period in the Spring)

Check One	Proficiency Level	Criterion
	Level 4 - Substantial	3 correct trials: 3 objects, 3 people, 3 settings
	Level 3 - Sufficient	2 correct trials
	Level 2 - Partial	1 correct trial
	Level 1 - Minimal	no correct trials

## UAA Task Sheet

### Task Description

<b>Area</b>	Language Arts
<b>Task Name</b>	Requests object – using simple sentences <b>L-045</b>
<b>Task Description</b>	Student spontaneously uses simple sentences to request desired objects (“I want cookie”). (Alternative communication and technology acceptable. See pg. 19.)

### Administration and Scoring

<b>Setup</b>	Identify times within the context of daily routines when the student is given opportunities to request specific objects. Student must spontaneously initiate request for the object; however, the teacher may arrange a situation in which the student needs the object.
<b>Generalization</b>	Student must demonstrate this skill across 3 objects, 3 settings, and 3 people.
<b>Instructions</b>	No instructions are given. Student should initiate request for object.
<b>Examples of Task</b>	<ul style="list-style-type: none"> <li>During art activity student says, “I need crayon.”</li> <li>During grooming routine, student says, “I want the brush.”</li> <li>On basketball court, student asks, “Can I have a ball?”</li> </ul>
<b>Scoring</b>	Student accurately uses a simple sentence to request an object. ( <u>Requests</u> )
<b>Use of Prompts</b>	<i>No prompts are allowed.</i> Be careful to avoid verbal or physical prompts to assist the student in making a request (for example, repeated cues to encourage student response; pointing toward needed object or supplies).

## Assessment Record

<b>Area:</b>	Language Arts	<b>Task Name:</b>	Requests object – using simple sentences	<b>L-045</b>
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### Student Information

(To Be Completed by IEP Team in the Fall)

<b>Student Name</b>	
<b>Date IEP Team Selected Task</b>	

### Testing Results

(To Be Completed During the Testing Period in the Spring)

	Trial 1	Trial 2	Trial 3
Date			
Person			
Setting			
Object			
Requests	Yes    No	Yes    No	Yes    No

### Determination of Proficiency Level

(To Be Completed During the Testing Period in the Spring)

Check One	Proficiency Level	Criterion
	Level 4 - Substantial	3 correct trials: 3 objects, 3 people, 3 settings
	Level 3 - Sufficient	2 correct trials
	Level 2 - Partial	1 correct trial
	Level 1 - Minimal	no correct trials

## UAA Task Sheet

### Task Description

<b>Area</b>	Language Arts	
<b>Task Name</b>	Requests objects – using sentences with modifiers (descriptor)	<b>L-046</b>
<b>Task Description</b>	Student uses sentences including descriptive word(s) (for example, modifier, adjectives) to request an object (for example, "I want chocolate chip cookie"). (Alternative communication and technology acceptable. See pg. 19.)	

### Administration and Scoring

<b>Setup</b>	Identify times within the context of daily routines when the student is given opportunities to request specific objects. Student must spontaneously initiate request for the object; however, the teacher may arrange a situation in which the student needs the object.
<b>Generalization</b>	Student must demonstrate this skill across 3 objects, 3 settings, and 3 people.
<b>Instructions</b>	No instructions are given. Student must initiate request for object.
<b>Examples of Task</b>	<ul style="list-style-type: none"> <li>During art activity student says, "I need a red crayon."</li> <li>At job site, student says, "I need the big white bucket."</li> <li>At recess, student say, "Can I have the striped jump rope?"</li> </ul>
<b>Scoring</b>	Student accurately uses a sentence with modifiers to request an object. (Requests)
<b>Use of Prompts</b>	<i>No prompts are allowed.</i> Be careful to avoid verbal or physical prompts to assist the student in making a request (for example, repeated cues to encourage student response; pointing toward needed object or supplies).

## Assessment Record

<b>Area:</b>	Language Arts	<b>Task Name:</b>	Requests objects – using sentences with modifiers (descriptor)	<b>L-046</b>
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<b>Student Information</b> (To Be Completed by IEP Team in the Fall)	
<b>Student Name</b>	
<b>Date IEP Team Selected Task</b>	

<b>Testing Results</b> (To Be Completed During the Testing Period in the Spring)			
	Trial 1	Trial 2	Trial 3
<b>Date</b>			
<b>Person</b>			
<b>Setting</b>			
<b>Object</b>			
<b>Requests</b>	Yes    No	Yes    No	Yes    No

<b>Determination of Proficiency Level</b> (To Be Completed During the Testing Period in the Spring)		
Check One	Proficiency Level	Criterion
	Level 4 - Substantial	3 correct trials: 3 objects, 3 people, 3 settings
	Level 3 - Sufficient	2 correct trials
	Level 2 - Partial	1 correct trial
	Level 1 - Minimal	no correct trials

## UAA Task Sheet

Task Description	
Area	Language Arts
Task Name	Requests actions – using single words <b>L-047</b>
Task Description	<p>Student spontaneously uses single words to request desired actions. Student must request a specific action (for example, "Push"), not simply "Help." (Asking for help is a separate UAA task.)</p> <p>(Alternative communication and technology acceptable. See pg. 19.)</p>

Administration and Scoring	
Setup	Identify times within the context of daily routines when the student is given opportunities to request specific actions or activities. Student must spontaneously initiate request for the action; however, the teacher may arrange a situation in which the student needs the action.
Generalization	Student must demonstrate this skill across 3 actions/activities, 3 settings, and 3 people.
Instructions	No instructions are given. Student should initiate request for action/activity.
Examples of Task	<ul style="list-style-type: none"> <li>• Student approaches a closed door and says, "Open."</li> <li>• Student shouts, "Swing!" when passing the playground swing set.</li> <li>• Student points to book and says, "Read."</li> </ul>
Scoring	Student accurately uses a single word to request a desired action. ( <u>Requests</u> )
Use of Prompts	<i>No prompts are allowed.</i> Be careful to avoid verbal or physical prompts to assist the student in making a request (for example, repeated cues to encourage student response; pointing toward swing and saying, "Do you want a push?").

## Assessment Record

<b>Area:</b>	Language Arts	<b>Task Name:</b>	Requests actions – using single words	<b>L-047</b>
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### Student Information

(To Be Completed by IEP Team in the Fall)

<b>Student Name</b>	
<b>Date IEP Team Selected Task</b>	

### Testing Results

(To Be Completed During the Testing Period in the Spring)

	Trial 1	Trial 2	Trial 3
Date			
Person			
Setting			
Action/Activity			
Requests	Yes    No	Yes    No	Yes    No

### Determination of Proficiency Level

(To Be Completed During the Testing Period in the Spring)

Check One	Proficiency Level	Criterion
	Level 4 - Substantial	3 correct trials: 3 actions, 3 people, 3 settings
	Level 3 - Sufficient	2 correct trials
	Level 2 - Partial	1 correct trial
	Level 1 - Minimal	no correct trials

## UAA Task Sheet

### Task Description

<b>Area</b>	Language Arts	
<b>Task Name</b>	Requests actions – using simple sentences	<b>L-048</b>
<b>Task Description</b>	<p>Student spontaneously uses a simple sentence to request a desired action (“I want push”).</p> <p>(Alternative communication and technology acceptable. See pg. 19.)</p>	

### Administration and Scoring

<b>Setup</b>	Identify times within the context of daily routines when the student is given opportunities to request specific actions or activities. Student must spontaneously initiate request for the action; however, the teacher may arrange a situation in which the student needs the action.
<b>Generalization</b>	Student must demonstrate this skill across 3 actions/activities, 3 settings, and 3 people.
<b>Instructions</b>	No instructions are given. Student should initiate request for action/activity.
<b>Examples of Task</b>	<ul style="list-style-type: none"> <li>• Student approaches a closed door and says, “Can you open?”</li> <li>• Student shouts, “I want play!” when passing a peers involved in a playground game.</li> <li>• At work, student states, “I want a break.”</li> </ul>
<b>Scoring</b>	Student accurately uses a simple sentence to request an action/activity. (Requests)
<b>Use of Prompts</b>	<i>No prompts are allowed.</i> Be careful to avoid verbal or physical prompts to assist the student in making a request (for example, repeated cues to encourage student response; pointing toward students on playground and saying, “Do you want to play?”).



## Assessment Record

<b>Area:</b>	Language Arts	<b>Task Name:</b>	Requests actions – using simple sentences	<b>L-048</b>
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### Student Information

(To Be Completed by IEP Team in the Fall)

<b>Student Name</b>	
<b>Date IEP Team Selected Task</b>	

### Testing Results

(To Be Completed During the Testing Period in the Spring)

	Trial 1	Trial 2	Trial 3
Date			
Person			
Setting			
Action/Activity			
Requests	Yes    No	Yes    No	Yes    No

### Determination of Proficiency Level

(To Be Completed During the Testing Period in the Spring)

Check One	Proficiency Level	Criterion
	Level 4 - Substantial	3 correct trials: 3 actions, 3 people, 3 settings
	Level 3 - Sufficient	2 correct trials
	Level 2 - Partial	1 correct trial
	Level 1 - Minimal	no correct trials

## UAA Task Sheet

### Task Description

<b>Area</b>	Language Arts	
<b>Task Name</b>	Requests actions – using sentences with modifier (descriptor)	<b>L-049</b>
<b>Task Description</b>	<p>Student spontaneously uses a sentence including descriptive word(s) (for example, modifier, adjectives) to request an action (for example, "I want to watch <i>Finding Nemo</i>").</p> <p>(Alternative communication and technology acceptable. See pg. 19.)</p>	

### Administration and Scoring

<b>Setup</b>	Identify times within the context of daily routines when the student is given opportunities to request specific actions or activities. Student must spontaneously initiate request for the action; however, the teacher may arrange a situation in which the student needs the action.
<b>Generalization</b>	Student must demonstrate this skill across 3 actions/activities, 3 settings, and 3 people.
<b>Instructions</b>	No instructions are given. Student must initiate request for action/activity.
<b>Examples of Task</b>	<ul style="list-style-type: none"> <li>When running on treadmill during P.E., student says, "I want to go fast."</li> <li>During art class, student asks, "Can I paint with the water colors?"</li> <li>During free time student requests, "I want to watch <i>Finding Nemo</i>."</li> </ul>
<b>Scoring</b>	Student accurately uses a sentence with modifier (descriptor) to request an action/activity. ( <u>Requests</u> )
<b>Use of Prompts</b>	<i>No prompts are allowed.</i> Be careful to avoid verbal or physical prompts to assist the student in making a request (for example, repeated cues to encourage student response; pointing toward students on playground and saying, "Do you want to play kickball?").

## Assessment Record

<b>Area:</b>	Language Arts	<b>Task Name:</b>	Requests actions – using sentences with modifier (descriptor)	<b>L-049</b>
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<b>Student Information</b> (To Be Completed by IEP Team in the Fall)	
<b>Student Name</b>	
<b>Date IEP Team Selected Task</b>	

<b>Testing Results</b> (To Be Completed During the Testing Period in the Spring)			
	Trial 1	Trial 2	Trial 3
<b>Date</b>			
<b>Person</b>			
<b>Setting</b>			
<b>Action/Activity</b>			
<b>Requests</b>	Yes    No	Yes    No	Yes    No

<b>Determination of Proficiency Level</b> (To Be Completed During the Testing Period in the Spring)		
Check One	Proficiency Level	Criterion
	Level 4 - Substantial	3 correct trials: 3 actions, 3 people, 3 settings
	Level 3 - Sufficient	2 correct trials
	Level 2 - Partial	1 correct trial
	Level 1 - Minimal	no correct trials

## UAA Task Sheet

### Determination of Proficiency Level (To Be Completed During the Testing Period in the Spring)

<b>Area</b>	Language Arts
<b>Task Name</b>	Requests actions – using multi-step directions <b>L-050</b>
<b>Task Description</b>	The student gives clear directions in small sequential steps to enable others to complete a task or find a location. (Alternative communication and technology acceptable. See pg. 19.)

### Administration and Scoring

<b>Setup</b>	Identify times within the context of daily activities when the student is given opportunities to give instructions or directions to another individual.
<b>Generalization</b>	This skill must be demonstrated across 3 sets of instructions/directions, 3 settings, and 3 people.
<b>Instructions</b>	Present the student with a request for directions (for example, "Please tell Sarah how to make a peanut butter and jelly sandwich").
<b>Examples of Task</b>	<ul style="list-style-type: none"> <li>• Instructs peer how to make a sandwich.</li> <li>• Gives a visitor directions to get to the Media Center in the same building.</li> <li>• Instructs a new employee on how to operate the vacuum cleaner.</li> </ul>
<b>Scoring</b>	Student gives appropriate steps in sequential order. ( <u>Gives steps</u> ).
<b>Use of Prompts</b>	No prompts are allowed. Be careful not to use physical or verbal prompts to assist the student in doing the tasks in order, or prompt the use of smaller steps to present information.

## Assessment Record

<b>Area:</b>	Language	<b>Task Name:</b>	Requests actions – using multi-step directions	<b>L-050</b>
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### Student Information (To Be Completed by IEP Team in the Fall)

<b>Student Name</b>	
<b>Date IEP Team Selected Task</b>	

### Testing Results

(To Be Completed During the Testing Period in the Spring)

	Trial 1	Trial 2	Trial 3
Date			
Instructions			
Setting			
Person			
Gives Steps	Yes    No	Yes    No	Yes    No

### To Be Completed During the Assessment Window in the Spring

Check One	Proficiency Level	Criterion
	Level 4 - Substantial	3 correct trials: 3 sets of instructions, 3 settings, 3 people
	Level 3 - Sufficient	2 correct trials
	Level 2 - Partial	1 correct trial
	Level 1 - Minimal	No correct trials

## UAA Task Sheet

### Task Description

<b>Area</b>	Language Arts
<b>Task Name</b>	Requests help – non-specific (says*, "Help") <b>L-051</b>
<b>Task Description</b>	Student uses basic phrase "Help", to request assistance when needed. (*Alternative communication and technology acceptable. See pg. 19.)

### Administration and Scoring

<b>Setup</b>	Identify times within the context of daily routines when the student is likely to need help or assistance. Student must spontaneously initiate request for help; however, the teacher may arrange a situation in which the student needs help.
<b>Generalization</b>	Student must demonstrate this skill across 3 people, 3 different reasons for needing for help, and 3 settings.
<b>Instructions</b>	No instructions are given. Student must spontaneously request help.
<b>Examples of Task</b>	<ul style="list-style-type: none"> <li>• Student cannot open door. He looks at assistant and says, "Help."</li> <li>• Student presents you with his/her jacket turned inside out and requests, "Help please."</li> <li>• Student struggling to open juice carton at lunch extends his carton toward you and says, "Help me."</li> </ul>
<b>Scoring</b>	Student initiates request for help. ( <u>Requests</u> )
<b>Use of Prompts</b>	<i>No prompts are allowed.</i> Be careful to avoid verbal or physical prompts to assist the student in requesting help (for example, looking at the student expectantly when you see he/she seems to need help; asking "What do you say?").

## Assessment Record

<b>Area:</b>	Language Arts	<b>Task Name:</b>	Requests help – non-specific (says*, "Help")	<b>L-051</b>
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### Student Information

(To Be Completed by IEP Team in the Fall)

<b>Student Name</b>	
<b>Date IEP Team Selected Task</b>	

### Testing Results

(To Be Completed During the Testing Period in the Spring)

	Trial 1	Trial 2	Trial 3
<b>Date</b>			
<b>Person</b>			
<b>Reason</b>			
<b>Setting</b>			
<b>Requests</b>	Yes    No	Yes    No	Yes    No

### Determination of Proficiency Level

(To Be Completed During the Testing Period in the Spring)

Check One	Proficiency Level	Criterion
	Level 4 - Substantial	3 correct trials: 3 reasons, 3 people, 3 settings
	Level 3 - Sufficient	2 correct trials
	Level 2 - Partial	1 correct trial
	Level 1 - Minimal	no correct trials

## UAA Task Sheet

Task Description	
Area	Language Arts
Task Name	Requests help – specifies kind of help <b>L-052</b>
Task Description	Student requests help using details to indicate what type of assistance is needed ("Help me _____"). (Alternative communication and technology acceptable. See pg. 19.)

Administration and Scoring	
Setup	Identify times within the context of daily routines when the student is likely to need help or assistance. Student must spontaneously initiate request for help; however, the teacher may arrange a situation in which the student needs help.
Generalization	Student must demonstrate this skill across 3 people, 3 different reasons for needing help, and 3 settings
Instructions	No instructions are given. Student must initiate request for help.
Examples of Task	<ul style="list-style-type: none"> <li>Student's shoes are untied; student says, "Help tie shoes."</li> <li>Playground ball lands on the roof; student says, "Please get ball."</li> <li>Student is filling vending machine and the door sticks; student says, "Help me open door."</li> </ul>
Scoring	Student initiates request for specific type of help. The student need not use the specific word "help." ( <u>Requests</u> )
Use of Prompts	<i>No prompts are allowed.</i> Be careful to avoid verbal or physical prompts to assist the student in requesting help (for example, looking at the student expectantly when you see he/she seems to need help; asking "What do you say?").



## Assessment Record

<b>Area:</b>	Language Arts	<b>Task Name:</b>	Requests help – specifies kind of help	<b>L-052</b>
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### Student Information

(To Be Completed by IEP Team in the Fall)

<b>Student Name</b>	
<b>Date IEP Team Selected Task</b>	

### Testing Results

(To Be Completed During the Testing Period in the Spring)

	Trial 1	Trial 2	Trial 3
Date			
Person			
Reason			
Setting			
Requests	Yes    No	Yes    No	Yes    No

### Determination of Proficiency Level

(To Be Completed During the Testing Period in the Spring)

Check One	Proficiency Level	Criterion
	Level 4 - Substantial	3 correct trials: 3 reasons, 3 people, 3 settings
	Level 3 - Sufficient	2 correct trials
	Level 2 - Partial	1 correct trial
	Level 1 - Minimal	no correct trials

## UAA Task Sheet

### Task Description

<b>Area</b>	Language Arts
<b>Task Name</b>	Makes choices (2 – 3 concrete items) <b>L-053</b>
<b>Task Description</b>	When presented with 2 – 3 concrete objects, the student selects a preferred object and shows interest in his/her choice. The student must show interest in his/her choice in order to demonstrate that he/she made a <i>choice</i> rather than a random response. (Alternative communication and technology acceptable. See pg. 19.)

### Administration and Scoring

<b>Setup</b>	Identify times within the context of daily activities when the student is given the opportunity to make choices between 2-3 concrete objects.
<b>Generalization</b>	Student must demonstrate this skill across 3 opportunities, 3 settings, and 3 people.
<b>Instructions</b>	Present the student with 2-3 concrete objects and say, "Which one do you want?"
<b>Examples of Task</b>	<ul style="list-style-type: none"> <li>• Present the student with a puzzle, a ball, and a doll, and let him/her make a choice. He/she must show interest in the choice.</li> <li>• Present the student with a slice of pizza, a hamburger, and a sandwich, and let him/her choose lunch. He/she must demonstrate that he/she likes the item chosen.</li> <li>• Show the student a hairbrush, a toothbrush, and a washcloth, and let him/her make a choice about what task to complete first. After choosing, he/she must complete the task to demonstrate that he/she chose his/her preferred task.</li> </ul>
<b>Scoring</b>	When shown 2 or 3 concrete items, student selects preferred object; then, upon access, he/she shows interest in the choice. (Selects and shows interest)
<b>Use of Prompts</b>	<i>No prompts are allowed.</i> Be careful not to use physical or verbal prompts to encourage the student to make a choice (for example, gesturing; looking; pointing; picking an object up and saying, "Is this the one you want?").

## Assessment Record

<b>Area:</b>	Language	<b>Task Name:</b>	Makes choices (2-3 concrete items)	<b>L-053</b>
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### Student Information

(To Be Completed by IEP Team in the Fall)

<b>Student Name</b>	
<b>Date IEP Team Selected Task</b>	

### Testing Results

(To Be Completed During the Testing Period in the Spring)

	Trial 1	Trial 2	Trial 3
<b>Date</b>			
<b>Object</b>			
<b>Setting</b>			
<b>Person</b>			
<b>Selects &amp; Shows Interest</b>	Yes    No	Yes    No	Yes    No

### Determination of Proficiency Level

(To Be Completed During the Testing Period in the Spring)

Check One	Proficiency Level	Criterion
<input type="checkbox"/>	Level 4 - Substantial	3 correct trials: 3 objects, 3 settings, 3 people
<input type="checkbox"/>	Level 3 - Sufficient	2 correct trials
<input type="checkbox"/>	Level 2 - Partial	1 correct trial
<input type="checkbox"/>	Level 1 - Minimal	No correct trials

## UAA Task Sheet

Task Description	
Area	Language Arts
Task Name	Makes choices (picture representation of activities/objects) <b>L-054</b>
Task Description	<p>When presented with picture representations of 2-3 activities or objects, the student selects a preferred activity/object and show interest in his/her choice. The student must show interest in her choice in order to demonstrate that she made a <i>choice</i> rather than a random response.</p> <p>(Alternative communication and technology acceptable. See pg. 19.)</p>

Administration and Scoring	
Setup	Identify times within the context of daily activities when the student is given opportunities to make choices between 2-3 picture representations of activities or objects.
Generalization	Student must demonstrate this skill across 3 activities/objects, 3 settings, and 3 people.
Instructions	Present the student with 2-3 picture representations of activities or objects and say, "Which one do you want?"
Examples of Task	<ul style="list-style-type: none"> <li>• Show student a picture of a puzzle and a ball, and let him make choice. He then plays with his choice object.</li> <li>• Show student pictures of a can of pop, box of juice, or cup of milk, and let him choose a drink. He then drinks the choice demonstrating that he chose a desired drink.</li> </ul>
Scoring	When shown picture representations of activities/objects student selects preferred activities/objects, then upon access, he/she shows interest in the choice. (Selects and shows interest)
Use of Prompts	<i>No prompts are allowed.</i> Be careful not to use physical or verbal prompts to encourage student to make a choice (for example, gesturing, looking, pointing; picking up a picture and saying, "Is this the one you want?").

## Assessment Record

<b>Area:</b>	Language	<b>Task Name:</b>	Makes choices (picture representation of activities/objects) <b>L-054</b>
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### Student Information (To Be Completed by IEP Team in the Fall)

**Student Name**

**Date IEP Team Selected Task**

### Testing Results

(To Be Completed During the Testing Period in the Spring)

	Trial 1	Trial 2	Trial 3
<b>Date</b>			
<b>Activity/object</b>			
<b>Setting</b>			
<b>Person</b>			
<b>Selects and shows interest</b>	Yes    No	Yes    No	Yes    No

### Determination of Proficiency Level

(To Be Completed During the Testing Period in the Spring)

Check One	Proficiency Level	Criterion
	Level 4 - Substantial	3 correct trials: 3 activities/objects, 3 people, 3 settings
	Level 3 - Sufficient	2 correct trials
	Level 2 - Partial	1 correct trial
	Level 1 - Minimal	No correct trials

## UAA Task Sheet

Task Description	
Area	Language Arts
Task Name	Makes choices – from verbally described options of future activities <b>L-055</b>
Task Description	<p>When presented with 2-3 verbally described options of future activities, the student selects preferred activity and shows interest in his/her choice upon access. The student must show interest in his/her choice in order to demonstrate that he/she made a choice rather than a random response.</p> <p>(Alternative communication and technology acceptable. See pg. 19.)</p>

Administration and Scoring	
Setup	Identify times within the context of daily activities when the student is given opportunities to make choices between 2-3 verbally described options of future activities.
Generalization	Student must demonstrate this skill across 3 activities, 3 settings, and 3 people.
Instructions	Describe 2-3 options for future activities and say, "Which one do you want to do?"
Examples of Task	<ul style="list-style-type: none"> <li>When asked, "What would you like to do after school: ride a bike, go to the park, or watch a video?" the student selects the preferred activity, and willingly engages in that activity after school.</li> <li>When asked, "What would you like to do at recess this afternoon: play basketball, baseball, or soccer?" the student selects the preferred activity, and willingly engages in that activity at recess.</li> </ul>
Scoring	When activities/objects are verbally described, student selects preferred activities/objects, then upon access, he/she shows interest in the choice. ( <u>Selects and shows interest</u> )
Use of Prompts	No prompts are allowed. Be careful not to use physical or verbal prompts to encourage student to make a choice (for example, "Maybe you want to watch a video?").

## Assessment Record

<b>Area:</b>	Language	<b>Task Name:</b>	Makes choices – from verbally described options of future activities <b>L-055</b>
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### Student Information (To Be Completed by IEP Team in the Fall)

**Student Name**

**Date IEP Team Selected Task**

### Testing Results

(To Be Completed During the Testing Period in the Spring)

	Trial 1	Trial 2	Trial 3
<b>Date</b>			
<b>Activity</b>			
<b>Setting</b>			
<b>Person</b>			
<b>Selects and Shows Interest</b>	Yes    No	Yes    No	Yes    No

### To Be Completed During the Assessment Window in the Spring

Check One	Proficiency Level	Criterion
	Level 4 - Substantial	3 correct trials: 3 activities, 3 settings, 3 people
	Level 3 - Sufficient	2 correct trials
	Level 2 - Partial	1 correct trial
	Level 1 - Minimal	No correct trials

## UAA Task Sheet

### Task Description

<b>Area</b>	Language Arts
<b>Task Name</b>	Requests permission <b>L-056</b>
<b>Task Description</b>	Student requests permission to participate in activity or get object. (Alternative communication and technology acceptable. See pg. 19.)

### Administration and Scoring

<b>Setup</b>	Identify times within the context of daily activities when the student has reason to ask for permission (for example, to take a specific action, to obtain an object). Student must spontaneously initiate request for permission; however, the teacher may arrange a situation in which the student needs permission for a particular activity.
<b>Generalization</b>	Student must demonstrate this skill across 3 different requests for permission, 3 people, and 3 settings.
<b>Instructions</b>	No instructions are given. Student must initiate request for permission.
<b>Examples of Task</b>	<ul style="list-style-type: none"> <li>• Student asks permission to go to the restroom.</li> <li>• Student observes peers playing basketball and asks, "Can I play with you?"</li> <li>• Student requests a cookie before taking one from the cupboard.</li> </ul>
<b>Scoring</b>	Student requests permission to do action or get object. (Requests)
<b>Use of Prompts</b>	<i>No prompts are allowed.</i> Be careful to avoid verbal or physical prompts to assist the student in requesting permission (for example, looking at the student expectantly when you think he/she wants something; asking, "Do you need something?" or "Do you need to ask me something?").



## Assessment Record

<b>Area:</b>	Language Arts	<b>Task Name:</b>	Requests permission	<b>L-056</b>
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### Student Information

(To Be Completed by IEP Team in the Fall)

<b>Student Name</b>	
<b>Date IEP Team Selected Task</b>	

### Testing Results

(To Be Completed During the Testing Period in the Spring)

	Trial 1	Trial 2	Trial 3
<b>Date</b>			
<b>Item/action Requested</b>			
<b>Person</b>			
<b>Setting</b>			
<b>Requests</b>	Yes    No	Yes    No	Yes    No

### Determination of Proficiency Level

(To Be Completed During the Testing Period in the Spring)

Check One	Proficiency Level	Criterion
	Level 4 - Substantial	3 correct trials: 3 different requests, 3 people, 3 settings
	Level 3 - Sufficient	2 correct trials
	Level 2 - Partial	1 correct trial
	Level 1 - Minimal	no correct trials

Reading

## UAA Task Sheet

Task Description	
Area	Language Arts
Task Name	Matches objects to pictures <b>L-057</b>
Task Description	Student matches 5 common objects to pictures. (Alternative communication and technology acceptable. See pg. 19.)

Administration and Scoring	
Setup	Identify times within the context of daily activities when the student is given opportunities to match objects to pictures.
Generalization	Student must demonstrate this skill across 5 objects, 3 settings, and 3 people. The set of objects used for matching need not be the same across the 3 trials.
Instructions	Present the student with 5 objects and 5 pictures and say, "Put each thing with its picture." (exact wording may vary).
Scoring	Student matches object to picture. (Matches Object) The student must match all 5 objects correctly for the trial to be considered correct. (Matches all)
Use of Prompts	<i>No prompts are allowed.</i> Be careful not to use physical or verbal prompts to assist the student to match the object and the picture (for example, looking toward the correct object; saying, "Are you sure those are the same?").

## Assessment Record

<b>Area:</b>	Language	<b>Task Name:</b> Matches objects to pictures	<b>L-057</b>
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### Student Information (To Be Completed by IEP Team in the Fall)

<b>Student Name</b>	
<b>Date IEP Team Selected Task</b>	

### Testing Results

(To Be Completed During the Testing Period in the Spring)

		Trial 1	Trial 2	Trial 3
<b>Date</b>				
<b>Setting</b>				
<b>Person</b>				
<b>Object 1</b>	*	Yes No	Yes No	Yes No
<b>Object 2</b>	*	Yes No	Yes No	Yes No
<b>Object 3</b>	*	Yes No	Yes No	Yes No
<b>Object 4</b>	*	Yes No	Yes No	Yes No
<b>Object 5</b>	*	Yes No	Yes No	Yes No
<b>Total Number of Correct Matches</b>		/15		

\*Enter the name of the object matched.

### Determination of Proficiency Level (To Be Completed During the Testing Period in the Spring)

Check One	Proficiency Level	Criterion
	Level 4 - Substantial	14-15 correct trials
	Level 3 - Sufficient	13 correct trials
	Level 2 - Partial	10-12 correct trial
	Level 1 - Minimal	Less than 10 correct trials

## UAA Task Sheet

Task Description	
Area	Language Arts
Task Name	Demonstrates awareness of/interest in pictorial/print material <b>L-058</b>
Task Description	<p>Student demonstrates and sustains an awareness of or interest in pictures and/or print materials for at least 3 minutes. "Interest" and "awareness" can be demonstrated in by a variety of behaviors that have the pictorial or print material as a stimulus.</p> <p>(Alternative communication and technology acceptable. See pg. 19.)</p>

Administration and Scoring	
Setup	Identify times within the context of daily activities when the student is presented with pictures/print in his/her environment.
Generalization	The student must demonstrate an interest in print material across 3 types of materials and 3 settings.
Instructions	Present print/picture material to the student and say, "Would you like to look at this?" or "Let's read a story."
Scoring	Student attends to or interacts with pictures/print materials for at least 3 minutes. (Attends)
Examples of acceptable responses	<ul style="list-style-type: none"> <li>• Orienting toward pictures when a picture book is read.</li> <li>• Actively turning pages of a book or magazine while looking at its contents.</li> <li>• Pointing to a word in print and asking teacher what it says.</li> <li>• Identifying known words or pictures in materials.</li> </ul>
Use of Prompts	<i>No prompts are allowed.</i> Be careful not to use physical or verbal prompts to assist student in attending (for example, reminding the student to listen or attend; physically assisting the student to orient toward materials).

## Assessment Record

<b>Area:</b>	Language	<b>Task Name:</b>	Demonstrates awareness of/interest in pictorial/print material	<b>L-058</b>
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<b>Student Information</b> (To Be Completed by IEP Team in the Fall)	
<b>Student Name</b>	
<b>Date IEP Team Selected Task</b>	

<b>Testing Results</b> (To Be Completed During the Testing Period in the Spring)						
	Trial 1		Trial 2		Trial 3	
<b>Date</b>						
<b>Materials</b>						
<b>Setting</b>						
<b>Attends</b>	Yes	No	Yes	No	Yes	No

<b>Determination of Proficiency Level</b> (To Be Completed During the Testing Period in the Spring)		
Check One	Proficiency Level	Criterion
	Level 4 - Substantial	3 correct trials: 3 settings, 3 materials
	Level 3 - Sufficient	2 correct trials
	Level 2 - Partial	1 correct trials
	Level 1 - Minimal	No correct trials

L-059 Responds to 3 common symbols/logos/universal signs from home and community

## UAA Task Sheet

Task Description	
Area	Language Arts
Task Name	Responds to 3 common symbols/logos/universal signs from home and community <b>L-059</b>
Task Description	Student responds appropriately to 3 common symbols/logos/universal signs from home and community. Targets may be selected from the list of common symbols/logos/universal signs in the school, home, and community, or the teacher may fill in others that are more appropriate for an individual student. (Alternative communication and technology acceptable. See pg. 19.)

Administration and Scoring	
Setup	Identify times within the context of daily activities when the student is given opportunities to respond to common symbols/logos/universal signs in the school, home and community.
Generalization	Student must respond to all 3 symbols/logos/universal signs in 3 settings and with 3 people.
Instructions	Give the student an instruction that involves using the symbol/logo/universal sign (for example, "There are the restrooms. Go in the one for boys").
Examples of Task	<ul style="list-style-type: none"> <li>Finding the correct restroom.</li> <li>Using the Exit sign to find the way out of an unfamiliar building.</li> <li>Choosing a place to eat in a food court by the restaurant's logo.</li> </ul>
Scoring	Student responds appropriately to common symbols/logos/universal signs. (Responds)
Use of Prompts	<i>No prompts are allowed.</i> Be careful not to use physical or verbal prompts to assist the student to respond (for example, pointing to signs and saying, "Is <i>this</i> the one you are looking for?").

## Assessment Record

<b>Area:</b>	Language	<b>Task Name:</b>	Responds to 3 common symbols/logos/universal signs from home and community <b>L-059</b>
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<b>Student Information</b> (To Be Completed by IEP Team in the Fall)	
<b>Student Name</b>	
<b>Date IEP Team Selected Task</b>	

<b>Testing Results</b> (To Be Completed During the Testing Period in the Spring)				
		Trial 1	Trial 2	Trial 3
<b>Date</b>				
<b>Setting</b>				
<b>Person</b>				
<b>Sign 1:</b>	*	Yes No	Yes No	Yes No
<b>Sign 2:</b>	*	Yes No	Yes No	Yes No
<b>Sign 3:</b>	*	Yes No	Yes No	Yes No
<b>Total Number of Correct Responses</b>		/9		

\*Enter the name of the sign/logo here.

<b>Determination of Proficiency Level</b> (To Be Completed During the Testing Period in the Spring)		
Check One	Proficiency Level	Criterion
	Level 4 - Substantial	9 correct trials
	Level 3 - Sufficient	8 correct trials
	Level 2 - Partial	6 or 7 correct trial
	Level 1 - Minimal	Less than 6 correct trials



## UAA Task Sheet

Task Description	
Area	Language Arts
Task Name	Responds to 6 common symbols/logos/universal signs from home and community <b>L-060</b>
Task Description	Student responds appropriately to 6 common symbols/logos/universal signs from home, and community. Targets may be selected from the list of common symbols/logos/universal signs in the school, home and community, or the teacher may fill in others that are more appropriate for an individual student. (Alternative communication and technology acceptable. See pg. 19.)

Administration and Scoring	
Setup	Identify times within the context of daily activities when the student is given opportunities to respond to common symbols/logos/universal signs in the school, home, and community.
Generalization	Student must respond to all 6 symbols/logos/universal signs in 3 settings and with 3 people.
Instructions	Give the student an instruction that involves using the symbol/logo/universal sign (for example, "There are the restrooms. Go in the one for boys").
Examples of Task	<ul style="list-style-type: none"> <li>Finding the correct restroom.</li> <li>Using the Exit sign to find way out of an unfamiliar building.</li> <li>Choosing a place to eat in a food court by the restaurant's logo.</li> </ul>
Scoring	Student responds appropriately to common symbols/logos/universal signs. (Responds)
Use of Prompts	<i>No prompts are allowed.</i> Be careful not to use physical or verbal prompts to assist the student to response (for example, pointing to signs and saying, "Is <i>this</i> the one you are looking for?").

## Assessment Record

<b>Area:</b>	Language	<b>Task Name:</b>	Responds to 6 common symbols/logos/universal signs from home and community <b>L-060</b>
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Student Information (To Be Completed by IEP Team in the Fall)	
<b>Student Name</b>	
<b>Date IEP Team Selected Task</b>	

Testing Results (To Be Completed During the Testing Period in the Spring)				
		Trial 1	Trial 2	Trial 3
<b>Date</b>				
<b>Setting</b>				
<b>Person</b>				
<b>Sign 1:</b>	*	Yes No	Yes No	Yes No
<b>Sign 2:</b>	*	Yes No	Yes No	Yes No
<b>Sign 3:</b>	*	Yes No	Yes No	Yes No
<b>Sign 4:</b>	*	Yes No	Yes No	Yes No
<b>Sign 5:</b>	*	Yes No	Yes No	Yes No
<b>Sign 6:</b>	*	Yes No	Yes No	Yes No
<b>Total Correct Responses</b>		/18		

\*Enter name of logo/sign here.

Determination of Proficiency Level (To Be Completed During the Testing Period in the Spring)		
Check One	Proficiency Level	Criterion
	Level 4 - Substantial	17-18 correct trials
	Level 3 - Sufficient	15-16 correct trials
	Level 2 - Partial	12-14 correct trial
	Level 1 - Minimal	Less than 12 correct trials

## UAA Task Sheet

Task Description	
Area	Language Arts
Task Name	Responds to 20 common symbols/logos/universal signs from home and community <b>L-061</b>
Task Description	Student responds appropriately to 20 common symbols/logos/universal signs from home and community. Targets may be selected from the list of common symbols/logos/universal signs in the school, home, and community, or the IEP team may select others that are more appropriate for an individual student. (Alternative communication and technology acceptable. See pg. 19.)

Administration and Scoring	
Setup	Identify times within the context of daily activities when the student is given opportunities to respond to common symbols/logos/universal signs in the school, home, and community.
Generalization	Student must respond to each of the 20 symbols/logos/universal signs with 2 people and in 2 settings.
Instructions	Give the student an instruction that involves using the symbol/logo/universal sign (for example, "There are the restrooms. Go in the one for boys").
Examples of Task	<ul style="list-style-type: none"> <li>Finding the correct restroom.</li> <li>Using the Exit sign to find way out of an unfamiliar building.</li> <li>Choosing a place to eat in a food court by the restaurant's logo.</li> </ul>
Scoring	<p>An item is scored as correct if the student responds appropriately to the symbol/logo/universal sign.</p> <p>There are a total of 20 opportunities (20 signs each tested once). The overall Proficiency Level is based on the number of correct responses out of the 20 opportunities.</p>
Use of Prompts	<i>No prompts are allowed.</i> Be careful not to use physical or verbal prompts to assist the student to respond (for example, pointing to a sign and saying, "Is <i>this</i> the one you are looking for?").

## Assessment Record

<b>Area:</b>	Language	<b>Task Name:</b>	Responds to 20 common symbols/logos/universal signs from home and community <b>L-061</b>
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### Student Information (To Be Completed by IEP Team in the Fall)

<b>Student Name</b>	
<b>Date IEP Team Selected Task</b>	

### Testing Results (To Be Completed During the Testing Period in the Spring)

		Trial 1	Trial 2				
<b>Date</b>							
<b>Setting</b>							
<b>Person</b>						<b>Trial 1 cont.</b>	<b>Trial 2 cont.</b>
1.	*	Yes No	Yes No	11.	*	Yes No	Yes No
2.	*	Yes No	Yes No	12.	*	Yes No	Yes No
3.	*	Yes No	Yes No	13.	*	Yes No	Yes No
4.	*	Yes No	Yes No	14.	*	Yes No	Yes No
5.	*	Yes No	Yes No	15.	*	Yes No	Yes No
6.	*	Yes No	Yes No	16.	*	Yes No	Yes No
7.	*	Yes No	Yes No	17.	*	Yes No	Yes No
8.	*	Yes No	Yes No	18.	*	Yes No	Yes No
9.	*	Yes No	Yes No	19.	*	Yes No	Yes No
10.	*	Yes No	Yes No	20.	*	Yes No	Yes No
<b>Correct Responses to Sign/Logo</b>							
		/40					

\* Enter the sign/logo to be "read."

### Determination of Proficiency Level (To Be Completed During the Testing Period in the Spring)

Check One	Proficiency Level	Criterion
	Level 4 - Substantial	38-40 correct words
	Level 3 - Sufficient	33-37 correct words
	Level 2 - Partial	28-32 correct words
	Level 1 - Minimal	Less than 28 correct words

L-062 Matches 5 objects or pictures to printed words

## UAA Task Sheet

Task Description	
Area	Language Arts
Task Name	Matches objects or pictures to 5 printed words <b>L-062</b>
Task Description	Student matches common objects or pictures to printed words. (Alternative communication and technology acceptable. See pg. 19.)

Administration and Scoring	
Setup	<p>Identify times within the context of daily activities when the student is given opportunities to match objects or pictures to printed words.</p> <p>The student may (1) move or point to an object/picture in response to the printed word, or (2) move or point to the printed word in response to the object.</p>
Generalization	Student must demonstrate this skill across 5 objects/pictures, 3 settings, and 3 people.
Instructions	Present the student with an object or picture and 3 printed words and say, "Put this with the word that is the same." Or present the student with a printed word and say, "Put this with the one [picture or object] that is the same."
Scoring	<p>An item is scored as correct if the student matches the object or picture to the printed word.</p> <p>There are a total of 15 matches (5 words, each tested in 3 settings). The overall Proficiency Level is based on the number of correct matches out of the 15 opportunities.</p>
Use of Prompts	<i>No prompts are allowed.</i> Be careful not to use physical or verbal prompts to assist the student to match the object/picture to the printed word (for example, looking toward the correct word; saying, "Are you <i>sure</i> that is the one?").

## Assessment Record

<b>Area:</b>	Language	<b>Task Name:</b>	Matches objects or pictures to 5 printed words	<b>L-062</b>
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### Student Information

(To Be Completed by IEP Team in the Fall)

<b>Student Name</b>	
<b>Date IEP Team Selected Task</b>	

### Testing Results

(To Be Completed During the Testing Period in the Spring)

		Trial 1	Trial 2	Trial 3
<b>Date</b>				
<b>Setting</b>				
<b>Person</b>				
<b>Word 1:</b>	*	Yes No	Yes No	Yes No
<b>Word 2:</b>	*	Yes No	Yes No	Yes No
<b>Word 3:</b>	*	Yes No	Yes No	Yes No
<b>Word 4:</b>	*	Yes No	Yes No	Yes No
<b>Word 5:</b>	*	Yes No	Yes No	Yes No
<b>Overall Number Correct</b>		/15		

\*Enter word here.

### Determination of Proficiency Level

(To Be Completed During the Testing Period in the Spring)

Check One	Proficiency Level	Criterion
	Level 4 - Substantial	14 – 15 correct matches
	Level 3 - Sufficient	12 – 13 correct matches
	Level 2 - Partial	10 – 11 correct matches
	Level 1 - Minimal	Less than 10 correct trials

L-063 Matches 10 objects or pictures to printed words

## UAA Task Sheet

Task Description	
Area	Language Arts
Task Name	Matches 10 objects or pictures to printed words <b>L-063</b>
Task Description	Student matches common objects or pictures to printed words. (Alternative communication and technology acceptable. See pg. 19.)

Administration and Scoring	
Setup	<p>Identify times within the context of daily activities when the student is given opportunities to match objects or pictures to printed words.</p> <p>The student may (1) move or point to an object/picture in response to the printed word, or (2) move or point to the printed word in response to the object.</p>
Generalization	Student must demonstrate this skill across 10 objects/pictures, 2 settings, and 2 people.
Instructions	Present the student with an object or picture and 3 printed words and say, "Put this with the word that is the same." Or present the student with a printed word and say, "Put this with the one [picture or object] that is the same."
Scoring	<p>An item is scored as correct if the student matches the object or picture to the printed word.</p> <p>There are a total of 20 matches (10 words, each tested in 2 settings). The overall Proficiency Level is based on the number of correct matches out of the 20 opportunities.</p>
Use of Prompts	<i>No prompts are allowed.</i> Be careful not to use physical or verbal prompts to assist the student to match the object/picture to the printed word (for example, looking toward the correct word; saying, "Are you <i>sure</i> that is the one?").

## Assessment Record

**Area:** Language **Task Name:** Matches 10 objects or pictures to printed words **L-063**

### Student Information

(To Be Completed by IEP Team in the Fall)

**Student Name**

**Date IEP Team Selected Task**

### Testing Results

(To Be Completed During the Testing Period in the Spring)

		Trial 1	Trial 2
<b>Date</b>			
<b>Setting</b>			
<b>Person</b>			
<b>Word 1:</b>	*	Yes No	Yes No
<b>Word 2:</b>	*	Yes No	Yes No
<b>Word 3:</b>	*	Yes No	Yes No
<b>Word 4:</b>	*	Yes No	Yes No
<b>Word 5:</b>	*	Yes No	Yes No
<b>Word 6:</b>	*	Yes No	Yes No
<b>Word 7:</b>	*	Yes No	Yes No
<b>Word 8:</b>	*	Yes No	Yes No
<b>Word 9:</b>	*	Yes No	Yes No
<b>Word 10:</b>	*	Yes No	Yes No
<b>Overall Number Correct</b>		/20	

\*Enter word here.

### Determination of Proficiency Level

(To Be Completed During the Testing Period in the Spring)

Check One	Proficiency Level	Criterion
	Level 4 - Substantial	19 – 20 correct matches
	Level 3 - Sufficient	16 – 18 correct matches
	Level 2 - Partial	13 – 15 correct matches
	Level 1 - Minimal	Less than 13 correct trials



## UAA Task Sheet

Task Description	
Area	Language
Task Name	Matches 20 objects or pictures to printed words <b>L-064</b>
Task Description	Student matches 20 common objects or pictures to printed words. (Alternative communication and technology acceptable. See pg. 19.)

Administration and Scoring	
Setup	<p>Identify times within the context of daily activities when the student is given opportunities to match objects or pictures to printed words.</p> <p>The student may (1) move or point to an object/picture in response to the printed word, or (2) move or point to the printed word in response to the object.</p>
Generalization	Student must demonstrate this skill across 20 objects/pictures.
Instructions	Present the student with an object or picture and 3 printed words and say, "Put this with the word that is the same." Or present the student with a printed word and say, "Put this with the one [picture or object] that is the same."
Scoring	<p>An item is scored as correct if the student matches the object or picture to the printed word.</p> <p>There are a total of 20 matches (20 words, each tested once). The overall Proficiency Level is based on the number of correct matches out of the 20 opportunities.</p>
Use of Prompts	<i>No prompts are allowed.</i> Be careful not to use physical or verbal prompts to assist the student to match the object/picture to the printed word (for example, looking toward the correct word; saying, "Are you <i>sure</i> that is the one?").

## Assessment Record

**Area:** Language **Task Name:** Matches 20 objects or pictures to printed words **L-064**

### Student Information

(To Be Completed by IEP Team in the Fall)

**Student Name**

**Date IEP Team Selected Task**

### Testing Results

(To Be Completed During the Testing Period in the Spring)

<b>Date</b>			
<b>Setting</b>			
<b>Person</b>			
<b>Word 1:</b>	*	Yes No	<b>Word 11:</b>
<b>Word 2:</b>	*	Yes No	<b>Word 12:</b>
<b>Word 3:</b>	*	Yes No	<b>Word 13:</b>
<b>Word 4:</b>	*	Yes No	<b>Word 14:</b>
<b>Word 5:</b>	*	Yes No	<b>Word 15:</b>
<b>Word 6:</b>	*	Yes No	<b>Word 16:</b>
<b>Word 7:</b>	*	Yes No	<b>Word 17:</b>
<b>Word 8:</b>	*	Yes No	<b>Word 18:</b>
<b>Word 9:</b>	*	Yes No	<b>Word 19:</b>
<b>Word 10:</b>	*	Yes No	<b>Word 20:</b>
<b>Overall Number Correct</b>	/20		

\*Enter the word here.

### Determination of Proficiency Level

(To Be Completed During the Testing Period in the Spring)

Check One	Proficiency Level	Criterion
	Level 4 - Substantial	19 – 20 correct matches
	Level 3 - Sufficient	16 – 18 correct matches
	Level 2 - Partial	13 – 15 correct matches
	Level 1 - Minimal	Less than 13 correct trials

## UAA Task Sheet

Task Description	
Area	Language Arts
Task Name	Reads 10 words <b>L-065</b>
Task Description	Student reads 10 sight words in at least 2 contexts. (Alternative communication and technology acceptable. See pg. 19.)

Administration and Scoring	
Setup	Identify times within the context of daily activities when the student is given opportunities to read sight words.
Generalization	Student must read 10 sight words in context across at least 2 settings and 2 people.
Instructions	Student reads a grocery list. Student reads school lunch menu. Student reads daily schedule for school or work.
Scoring	An item is scored as correct if the student says the word correctly in context. There are a total of 20 opportunities (10 words, each tested in 2 contexts). The overall Proficiency Level is based on the number of correct responses out of the 20 opportunities.
Use of Prompts	<i>No prompts are allowed.</i> Be careful not to use physical or verbal prompts to assist the student to read the sight words (for example, saying the initial sound of the word; saying, "Remember, you read this word this morning on the cereal box").

## Assessment Record

<b>Area:</b>	Language	<b>Task Name:</b>	Reads 10 words	<b>L-065</b>
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### Student Information

(To Be Completed by IEP Team in the Fall)

<b>Student Name</b>	
<b>Date IEP Team Selected Task</b>	

### Testing Results

(To Be Completed During the Testing Period in the Spring)

		Trial 1	Trial 2
<b>Date</b>			
<b>Person</b>			
<b>Setting</b>			
<b>Word 1</b>	*	Yes No	Yes No
<b>Word 2</b>	*	Yes No	Yes No
<b>Word 3</b>	*	Yes No	Yes No
<b>Word 4</b>	*	Yes No	Yes No
<b>Word 5</b>	*	Yes No	Yes No
<b>Word 6</b>	*	Yes No	Yes No
<b>Word 7</b>	*	Yes No	Yes No
<b>Word 8</b>	*	Yes No	Yes No
<b>Word 9</b>	*	Yes No	Yes No
<b>Word 10</b>	*	Yes No	Yes No
<b>Total Words Read</b>		/20	

\*Enter word read.

### Determination of Proficiency Level

(To Be Completed During the Testing Period in the Spring)

Check One	Proficiency Level	Criterion
	Level 4 - Substantial	19 – 20 correct matches
	Level 3 - Sufficient	16 – 18 correct matches
	Level 2 - Partial	13 – 15 correct matches
	Level 1 - Minimal	Less than 13 correct trials

## UAA Task Sheet

### Task Description

<b>Area</b>	Language Arts
<b>Task Name</b>	Reads 30 words <b>L-066</b>
<b>Task Description</b>	Student reads 30 different words in various contexts. The student reads 3 sets of 10 words, each set for a different person in a different setting (i.e., 30 words total, but only 10 words are assessed by each person in each setting). (Alternative communication and technology acceptable. See pg. 19.)

### Administration and Scoring

<b>Setup</b>	Identify times within the context of daily activities when the student is given opportunities to read sight words in various contexts.
<b>Generalization</b>	Student must read 3 sets of 10 sight words; one set in each of 3 settings and 3 people.
<b>Instructions</b>	Tell the student, "Please read this out loud."
<b>Examples of Task</b>	<ul style="list-style-type: none"> <li>• Student reads a grocery list.</li> <li>• Student reads sentences that include target words.</li> <li>• Student reads the daily schedule for school or work.</li> </ul>
<b>Scoring</b>	Student reads sight words aloud. ( <u>Reads</u> )
<b>Use of Prompts</b>	No prompts are allowed. Be careful not to use physical or verbal prompts to assist the student to read the sight words (for example, saying the initial sound of the word; saying, "Remember, you read this word this morning on the cereal box").

## Assessment Record

<b>Area:</b>	Language	<b>Task Name:</b>	Reads 30 words	<b>L-066</b>
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### Student Information (To Be Completed by IEP Team in the Fall)

<b>Student Name</b>	
<b>Date IEP Team Selected Task</b>	

### Testing Results

(To Be Completed During the Testing Period in the Spring)

		Set 1			Set 2			Set 3
Date			Date			Date		
Person			Person			Person		
Setting			Setting			Setting		
1.	*	Yes No	11.	*	Yes No	21.	*	Yes No
2.	*	Yes No	12.	*	Yes No	22.	*	Yes No
3.	*	Yes No	13.	*	Yes No	23.	*	Yes No
4.	*	Yes No	14.	*	Yes No	24.	*	Yes No
5.	*	Yes No	15.	*	Yes No	25.	*	Yes No
6.	*	Yes No	16.	*	Yes No	26.	*	Yes No
7.	*	Yes No	17.	*	Yes No	27.	*	Yes No
8.	*	Yes No	18.	*	Yes No	28.	*	Yes No
9.	*	Yes No	19.	*	Yes No	29.	*	Yes No
10.	*	Yes No	20.	*	Yes No	30.	*	Yes No

<b>Words Read Correctly</b>	
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/30

\*Enter the word to be read. The list must include 30 different words.

### Determination of Proficiency Level

(To Be Completed During the Testing Period in the Spring)

Check One	Proficiency Level	Criterion
	Level 4 - Substantial	28 – 30 words read correctly
	Level 3 - Sufficient	24 – 27 words read correctly
	Level 2 - Partial	20 – 23 words read correctly
	Level 1 - Minimal	Less than 20 words read correctly

## UAA Task Sheet

Task Description	
Area	Language Arts
Task Name	Follows simple written directions – 3 steps <b>L-067</b>
Task Description	Student follows 3-step written directions to complete a task. Each written direction indicates one behavior that the student is to complete. (Alternative communication and technology acceptable. See pg. 19.)

Administration and Scoring	
Setup	Identify times within the context of daily activities when the student is given opportunities to follow 3-step written directions to complete a task.
Generalization	Student must demonstrate this skill across 3 different sets of written directions, 3 settings, and 3 people.
Instructions	Give the student an instruction to follow written directions to complete a task (for example, "Please use these directions to make your sandwich").
Examples of Task	<ul style="list-style-type: none"> <li>Teacher provides written directions and says, "Please get the school store ready for tomorrow." Student completes the procedure (that includes at least 3 steps).</li> <li>Paraprofessional provides written directions and says, "Please get ready to go home." Student uses 3-step written directions to prepare to go home.</li> </ul>
Scoring	Student follows written directions. The student must complete the behavior that corresponds with each direction for the trial to be scored as correct. ( <u>Follows</u> )
Use of Prompts	<i>No prompts are allowed.</i> Be careful not to use physical or verbal prompts to assist the student to complete the task (for example, pointing to a direction and saying, "You did this step, now what is next?").

## Assessment Record

<b>Area:</b>	Language	<b>Task Name:</b>	Follows simple written directions – 3 steps	<b>L-067</b>
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### Student Information

(To Be Completed by IEP Team in the Fall)

<b>Student Name</b>	
<b>Date IEP Team Selected Task</b>	

### Testing Results

(To Be Completed During the Testing Period in the Spring)

	Trial 1	Trial 2	Trial 3
<b>Date</b>			
<b>Person</b>			
<b>Setting</b>			
<b>Follows</b>	Yes    No	Yes    No	Yes    No

### Determination of Proficiency Level

(To Be Completed During the Testing Period in the Spring)

Check One	Proficiency Level	Criterion
	Level 4 - Substantial	3 correct trials: 3 sets of directions, 3 people, 3 settings
	Level 3 - Sufficient	2 correct trials
	Level 2 - Partial	1 correct trial
	Level 1 - Minimal	no correct trials



## UAA Task Sheet

Task Description	
Area	Language Arts
Task Name	Follows simple written directions – 6 steps <b>L-068</b>
Task Description	Student follows 6-step written directions to complete a task. Each written direction indicates one behavior that the student is to complete. (Alternative communication and technology acceptable. See pg. 19.)

Administration and Scoring	
Setup	Identify times within the context of daily activities when the student is given opportunities to follow 6-step written directions to complete a task.
Generalization	Student must demonstrate this skill across 3 different sets of written directions, 3 settings, and 3 people.
Instructions	Give the student an instruction to follow written directions to complete a task (for example, "Please use these directions to make your sandwich").
Examples of Task	<ul style="list-style-type: none"> <li>Teacher provides written directions and says, "Please get the school store ready for tomorrow." Student completes the procedure (that includes at least 6 steps).</li> <li>Paraprofessional provides written directions and says, "Please get ready to go home." Student uses 6-step written directions to prepare to go home.</li> </ul>
Scoring	Student follows written directions. The student must complete the behavior that corresponds with each direction for the trial to be scored as correct. ( <u>Follows</u> )
Use of Prompts	<i>No prompts are allowed.</i> Be careful not to use physical or verbal prompts to assist the student to complete the task (for example, pointing to a direction and saying, "You did this step, now what is next?").

## Assessment Record

<b>Area:</b>	Language	<b>Task Name:</b>	Follows simple written directions – 6 steps	<b>L-068</b>
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### Student Information

(To Be Completed by IEP Team in the Fall)

<b>Student Name</b>	
<b>Date IEP Team Selected Task</b>	

### Testing Results

(To Be Completed During the Testing Period in the Spring)

	Trial 1	Trial 2	Trial 3
Date			
Person			
Setting			
Follows	Yes    No	Yes    No	Yes    No

### Determination of Proficiency Level

(To Be Completed During the Testing Period in the Spring)

Check One	Proficiency Level	Criterion
	Level 4 - Substantial	3 correct trials: 3 sets directions, 3 people, 3 settings
	Level 3 - Sufficient	2 correct trials
	Level 2 - Partial	1 correct trial
	Level 1 - Minimal	no correct trials

## UAA Task Sheet

### Task Description

<b>Area</b>	Language Arts	
<b>Task Name</b>	Reads short passage – 60 words	<b>L-069</b>
<b>Task Description</b>	Student reads a novel passage of at least 60 familiar words with 90% accuracy. (Alternative communication and technology acceptable. See pg. 19.)	

### Administration and Scoring

<b>Setup</b>	Select or write sentences or paragraphs that contain at least 60 <b>different</b> words (that is, the word "is" counts as only one word no matter how many times it appears in the passage). The passage should consist of words that the student has learned, but the specific test passage should <b>not</b> have been practiced.
<b>Generalization</b>	Student must read the passage to 3 people.
<b>Instructions</b>	<p>Tell the student, "Please read this out loud."</p> <p>Teacher should mark errors as the student reads. If a word that appears multiple times in one passage is sometimes read correctly and sometimes incorrectly, score the first instance only.</p> <p>Since the student reads the passage three times, do not correct student errors.</p> <p>Attach a copy of the test passage.</p>
<b>Examples of Task</b>	<ul style="list-style-type: none"> <li>• Unpracticed passage from the student's reading program.</li> <li>• Passage written by the teacher which contain words the student has learned.</li> </ul>
<b>Scoring</b>	Compute the percentage of words read correctly by dividing the number of words read correctly by the total number of words in the passage. Self-corrections are scored as correct. ( <u>Percent correct</u> )
<b>Use of Prompts</b>	<i>No prompts are allowed.</i> Be careful not to use physical or verbal prompts to assist the student to read the passage (for example, saying, "Are you <i>sure</i> that word is <i>kitten</i> ?"; pointing to an incorrectly read word).

## Assessment Record

<b>Area:</b>	Language	<b>Task Name:</b>	Reads short passage – 60 words	<b>L-069</b>
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### Student Information (To Be Completed by IEP Team in the Fall)

<b>Student Name</b>	
<b>Date IEP Team Selected Task</b>	

Attach copy of passage.

### Testing Results

(To Be Completed During the Testing Period in the Spring)

	Trial 1	Trial 2	Trial 3
Date			
Person			
Percent correct	%	%	%

### Determination of Proficiency Level

(To Be Completed During the Testing Period in the Spring)

Check One	Proficiency Level	Criterion
	Level 4 - Substantial	3 trials at 90%, 3 people
	Level 3 - Sufficient	2 trials at 90%
	Level 2 - Partial	1 trial at 90%
	Level 1 - Minimal	no trials at 90%

## UAA Task Sheet

### Task Description

<b>Area</b>	Language Arts	
<b>Task Name</b>	Reads short passage – 100 words	<b>L-070</b>
<b>Task Description</b>	Student reads a novel passage of at least 100 familiar words with 90% accuracy. (Alternative communication and technology acceptable. See pg. 19.)	

### Administration and Scoring

<b>Setup</b>	Select or write sentences or paragraphs that contain at least 100 <b>different</b> words (that is, the word "is" counts as only one word no matter how many times it appears in the passage). The passage should consist of words that the student has learned, but the specific test passage should <b>not</b> have been practiced.
<b>Generalization</b>	Student must read the passage to 3 people.
<b>Instructions</b>	<p>Tell the student, "Please read this out loud."</p> <p>Teacher should mark errors as the student reads. If a word that appears multiple times in one passage is sometimes read correctly and sometimes incorrectly, score the first instance only.</p> <p>Attach a copy of the test passage.</p>
<b>Examples of Task</b>	<ul style="list-style-type: none"> <li>• Unpracticed passage from the student's reading program.</li> <li>• Passage written by the teacher which contain words the student has learned.</li> </ul>
<b>Scoring</b>	Compute the percentage of words read correctly by dividing the number of words read correctly by the total number of words in the passage. Self-corrections are scored as correct. ( <u>Percent correct</u> )
<b>Use of Prompts</b>	<i>No prompts are allowed.</i> Be careful not to use physical or verbal prompts to assist the student to read the passage (for example, saying, "Are you <i>sure</i> that word is <i>kitten</i> ?" ; pointing to an incorrectly read word).

## Assessment Record

<b>Area:</b>	Language	<b>Task Name:</b>	Reads short passage – 100 words	<b>L-070</b>
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### Student Information (To Be Completed by IEP Team in the Fall)

<b>Student Name</b>	
<b>Date IEP Team Selected Task</b>	

Attach copy of passage.

### Testing Results

(To Be Completed During the Testing Period in the Spring)

	Trial 1	Trial 2	Trial 3
Date			
Person			
Percent correct	%	%	%

### Determination of Proficiency Level

(To Be Completed During the Testing Period in the Spring)

Check One	Proficiency Level	Criterion
	Level 4 - Substantial	3 trials at 90%, 3 people
	Level 3 - Sufficient	2 trials at 90%
	Level 2 - Partial	1 trial at 90%
	Level 1 - Minimal	no trials at 90%

## Greeting and Personal Space

## UAA Task Sheet

### Task Description

<b>Area</b>	Language Arts
<b>Task Name</b>	Respects others' personal space <b>L-071</b>
<b>Task Description</b>	Student demonstrates respect of others' personal space by keeping appropriate personal distance and refraining from inappropriate touching. (Alternative communication and technology acceptable. See pg. 19.)

### Administration and Scoring

<b>Setup</b>	Identify times within the context of daily activities when the student has opportunities to share space. This may or may not involve verbal interaction.
<b>Generalization</b>	This skill must be demonstrated across 3 activities, 3 settings, and 3 people/groups of people. At least one person/group must be unfamiliar to the student.
<b>Instructions</b>	None. The student must demonstrate this skill without instructions or prompts.
<b>Examples of Task</b>	<ul style="list-style-type: none"> <li>• Keeping hands to self and maintaining an approximate three-foot distance from others while engaged in casual conversation.</li> <li>• Allowing "elbow room" between self and neighbor when sitting next to peer for lunch.</li> <li>• Standing at arm's length behind others, and refraining from touching, in line at the grocery store.</li> </ul>
<b>Scoring</b>	Student respects others' personal space by maintaining socially appropriate distance from others and refraining from touching. (Respects)
<b>Use of Prompts</b>	<i>No prompts are allowed.</i> Be careful not to use physical or verbal prompts to assist the student in maintaining personal space (for example, shaking head if the student moves too close to others during conversation; taking a step back to model for the student).



## Assessment Record

<b>Area:</b>	Language	<b>Task Name:</b>	Respects others' personal space	<b>L-071</b>
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### Student Information

(To Be Completed by IEP Team in the Fall)

<b>Student Name</b>	
<b>Date IEP Team Selected Task</b>	

### Testing Results

(To Be Completed During the Testing Period in the Spring)

	Trial 1	Trial 2	Trial 3
<b>Date</b>			
<b>Activity</b>			
<b>Setting</b>			
<b>Person/Group</b>			
<b>Respects</b>	Yes No	Yes No	Yes No

### Determination of Proficiency Level

(To Be Completed During the Testing Period in the Spring)

Check One	Proficiency Level	Criterion
	Level 4 - Substantial	3 correct trials: 3 activities, 3 settings, 3 persons/groups
	Level 3 - Sufficient	2 correct trials
	Level 2 - Partial	1 correct trial
	Level 1 - Minimal	No correct trials

## UAA Task Sheet

Task Description	
Area	Language Arts
Task Name	Responds to others' greeting <b>L-072</b>
Task Description	After being greeted by another person, student responds with a greeting. The student may use the same greeting for all responses (for example, "Hi"). (Alternative communication and technology acceptable. See pg. 19.)

Administration and Scoring	
Setup	Identify times within the context of daily activities when the student is given opportunities to respond to greetings from others.
Generalization	Student must demonstrate this task across 3 people and 3 settings.
Instructions	<i>No prompts are allowed.</i> Student must independently respond to another individual after being greeted.
Examples of Task	<ul style="list-style-type: none"> <li>Peer says, "Hi Jill" as student passes in the hall. Student responds by smiling and waving.</li> <li>A friend sits down next to the student at the lunch table and says, "Hi, Carlos." Student smiles and says "Hi."</li> <li>The secretary says, "Good morning," as the student enters the office. Student responds, "Good morning."</li> </ul>
Scoring	Student returns another's greeting. ( <u>Greets</u> )
Use of Prompts	<i>No prompts are allowed.</i> Be careful to avoid verbal or physical prompts to assist the student in reciprocating greeting (for example, repeat greeting; look expectantly from student to greeter to cue interaction; ask, "What do you say to Sam?").

## Assessment Record

<b>Area:</b>	Language Arts	<b>Task Name:</b>	Responds to others' greeting	<b>L-072</b>
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### Student Information

(To Be Completed by IEP Team in the Fall)

<b>Student Name</b>	
<b>Date IEP Team Selected Task</b>	

### To be completed during the assessment window in the Spring

	Trial 1	Trial 2	Trial 3
<b>Date</b>			
<b>Person/Greeter</b>			
<b>Setting</b>			
<b>Greets</b>	Yes No	Yes No	Yes No

### Determination of Proficiency Level

(To Be Completed During the Testing Period in the Spring)

Check One	Proficiency Level	Criterion
	Level 4 - Substantial	3 correct trials: 3 people, 3 settings
	Level 3 - Sufficient	2 correct trials
	Level 2 - Partial	1 correct trial
	Level 1 - Minimal	no correct trials

## UAA Task Sheet

Task Description	
Area	Language Arts
Task Name	Greets others – appropriately initiates greeting <b>L-073</b>
Task Description	Student appropriately initiates greetings to others, using 3 different greetings appropriate to the person and context. (Alternative communication and technology acceptable. See pg. 19.)

Administration and Scoring	
Setup	Identify times within the context of daily activities when the student is given opportunities to greet others.
Generalization	Student must demonstrate this skill across 3 different greetings, 3 settings, and 3 people.
Instructions	No instructions are given. Student must spontaneously initiate greetings.
Examples of Task	<ul style="list-style-type: none"> <li>• Student says “Good morning” to assistant when getting off the bus.</li> <li>• Student says “Hi” to peer at the next locker.</li> <li>• Student waves to visitor in the classroom.</li> </ul>
Scoring	Student initiates greeting others. ( <u>Greets</u> )
Use of Prompts	<i>No prompts are allowed.</i> Be careful to avoid verbal or physical prompts to assist the student in initiating a greeting (for example, pointing toward someone the student should greet; saying, “Don’t you want to say hello?” or “Tell him your name”).

## Assessment Record

<b>Area:</b>	Language Arts	<b>Task Name:</b>	Greets others – appropriately initiates greeting	<b>L-073</b>
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### Student Information (To Be Completed by IEP Team in the Fall)

<b>Student Name</b>	
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<b>Date IEP Team Selected Task</b>	
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### To be completed during the assessment window in the Spring

	Trial 1	Trial 2	Trial 3
<b>Date</b>			
<b>Person Greeted</b>			
<b>Greeting</b>			
<b>Setting</b>			
<b>Greets</b>	Yes No	Yes No	Yes No

### Determination of Proficiency Level (To Be Completed During the Testing Period in the Spring)

Check One	Proficiency Level	Criterion
	Level 4 - Substantial	3 correct trials: 3 greetings, 3 people, 3 settings
	Level 3 - Sufficient	2 correct trials
	Level 2 - Partial	1 correct trial
	Level 1 - Minimal	no correct trials

## UAA Task Sheet

### Task Description

<b>Area</b>	Language Arts
<b>Task Name</b>	Using Names – Three people <b>L-074</b>
<b>Task Description</b>	Student addresses three familiar people (for example, parents, classmates, teachers, staff) spontaneously using their names. (Alternative communication and technology acceptable. See pg. 19.)

### Administration and Scoring

<b>Setup</b>	Identify times within the context of daily activities when the student is given opportunities to use the names of familiar people. The teacher may set up situations in which the student needs to use a person's name.
<b>Generalization</b>	Student must demonstrate the use 3 names in 3 settings each (total of 9 trials).
<b>Instructions</b>	No instruction is given. Student should spontaneously use names to address people.
<b>Examples of Task</b>	<ul style="list-style-type: none"> <li>• Student shouts, "Hi Erin!" when he/she sees a friend on the playground.</li> <li>• Student says, "Ms. Berry, please help."</li> </ul>
<b>Scoring</b>	Student accurately uses names of familiar person. ( <u>Uses name</u> )
<b>Use of Prompts</b>	<i>No prompts are allowed.</i> Be careful to avoid physical or verbal prompts to assist the student in using names (for example, using target name in question, "Are you sitting by Bob or Aaron?"; making the initial sound of a target person's name).

## Assessment Record

<b>Area:</b>	Language Arts	<b>Task Name:</b>	Using Names – Three people	<b>L-074</b>
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### Student Information (To Be Completed by IEP Team in the Fall)

<b>Student Name</b>	
<b>Date IEP Team Selected Task</b>	

### Testing Results

(To Be Completed During the Testing Period in the Spring)

	Trial 1	Trial 2	Trial 3
<b>Person 1</b>	*		
<b>Setting</b>			
<b>Uses Name</b>	Yes No	Yes No	Yes No
<b>Person 2</b>	*		
<b>Setting</b>			
<b>Uses Name</b>	Yes No	Yes No	Yes No
<b>Person 3</b>	*		
<b>Setting</b>			
<b>Uses Name</b>	Yes No	Yes No	Yes No
<b>Total Correct</b>	/9		

\*Enter the name

### Determination of Proficiency Level (To Be Completed During the Testing Period in the Spring)

Check One	Proficiency Level	Criterion
	Level 4 - Substantial	8-9 correct responses
	Level 3 - Sufficient	7 correct responses
	Level 2 - Partial	5 - 6 correct responses
	Level 1 - Minimal	Less than 5 correct responses

## UAA Task Sheet

Task Description	
Area	Language Arts
Task Name	Using Names – Six people <b>L-075</b>
Task Description	Student addresses six familiar people (for example, parents, classmates, teachers, staff) spontaneously using their names. (Alternative communication and technology acceptable. See pg. 19.)

Administration and Scoring	
Setup	Identify times within the context of daily activities when the student is given opportunities to use the names of familiar people. The teacher may set up situations in which the student needs to use a person's name.
Generalization	Student must demonstrate the use 6 names in 2 settings each (total of 12 trials).
Instructions	No instructions are given. Student should spontaneously use names to address people.
Examples of Task	<ul style="list-style-type: none"> <li>Student shouts, "Hi Erin!" when he/she sees a friend on the playground.</li> <li>Student says, "Ms. Berry, please help."</li> </ul>
Scoring	Student accurately uses names of familiar person. ( <u>Uses name</u> )
Use of Prompts	<i>No prompts are allowed.</i> Be careful to avoid physical or verbal prompts to assist the student in using names (for example, using target name in question, "Are you sitting by Bob or Aaron?"; making the initial sound of a target person's name).



## Assessment Record

**Area:** Language Arts **Task Name:** Using Names – Six people **L-075**

### Student Information

(To Be Completed by IEP Team in the Fall)

**Student Name**

**Date IEP Team Selected Task**

### Testing Results

(To Be Completed During the Testing Period in the Spring)

	Trial 1		Trial 2			Trial 1		Trial 2	
<b>Person 1</b>					<b>Person 4</b>				
<b>Setting</b>					<b>Setting</b>				
<b>Uses Name</b>	Yes	No	Yes	No	<b>Uses Name</b>	Yes	No	Yes	No
<b>Person 2</b>					<b>Person 5</b>				
<b>Setting</b>					<b>Setting</b>				
<b>Uses Name</b>	Yes	No	Yes	No	<b>Uses Name</b>	Yes	No	Yes	No
<b>Person 3</b>					<b>Person 6</b>				
<b>Setting</b>					<b>Setting</b>				
<b>Uses Name</b>	Yes	No	Yes	No	<b>Uses Name</b>	Yes	No	Yes	No
<b>Total Correct</b>	/12								

### Determination of Proficiency Level

(To Be Completed During the Testing Period in the Spring)

Check One	Proficiency Level	Criterion
	Level 4 - Substantial	11-12 correct responses
	Level 3 - Sufficient	9-10 correct responses
	Level 2 - Partial	7-8 correct responses
	Level 1 - Minimal	Less than 7 correct responses

## UAA Task Sheet

Task Description	
Area	Language Arts
Task Name	Makes phone call to friend <b>L-076</b>
Task Description	<p>Student dials the phone to call a friend; appropriately engages in conversation (identifies self, uses appropriate volume and tone of voice); and appropriately ends the conversation (for example, says, "Good-bye" before hanging up the phone). It is acceptable for someone to write the phone number for the student or read it aloud as he/she dials.</p> <p>(Alternative communication and technology acceptable. See pg. 19.)</p>

Administration and Scoring	
Setup	Identify times within the context of daily activities when the student is given opportunities to make a phone call to a friend.
Generalization	Student must demonstrate this skill across 3 phone calls to different friends at different numbers.
Instructions	Tell student, "You may call _____ now." Teacher may give the student the written phone number or may read the number to the student as he/she dials.
Examples of Task	<ul style="list-style-type: none"> <li>• Call a friend to arrange a video night.</li> <li>• Call a friend to ask if he/she is going to the pool on Saturday.</li> </ul>
Scoring	<p>Student dials the phone correctly (someone may write the number or read it aloud). (<u>Dials</u>)</p> <p>Student engages in appropriate conversation. (<u>Converses</u>)</p> <p>Student appropriately ends the conversation. (<u>Ends</u>)</p>
Use of Prompts	<i>No prompts are allowed.</i> Be careful not to use physical or verbal prompts to assist the student in completing the phone call (for example, saying, "Say your name"; "Don't forget to say good-bye").

## Assessment Record

<b>Area:</b>	Language Arts	<b>Task Name:</b>	Makes phone call to friend	<b>L-076</b>
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### Student Information (To Be Completed by IEP Team in the Fall)

<b>Student Name</b>	
<b>Date IEP Team Selected Task</b>	

### Testing Results

(To Be Completed During the Testing Period in the Spring)

	Trial 1	Trial 2	Trial 3
Date			
Person Called			
Phone number			
Dials	Yes No	Yes No	Yes No
Converses	Yes No	Yes No	Yes No
Ends	Yes No	Yes No	Yes No
Meets All Criteria	Yes No	Yes No	Yes No

### Determination of Proficiency Level

(To Be Completed During the Testing Period in the Spring)

Check One	Proficiency Level	Criterion
	Level 4 - Substantial	3 correct trials (all criteria met): 3 people, 3 phone numbers
	Level 3 - Sufficient	2 correct trials
	Level 2 - Partial	1 correct trial
	Level 1 - Minimal	no correct trials

Writing

## UAA Task Sheet

Task Description	
Area	Language Arts
Task Name	Copies name – from model <b>L-077</b>
Task Description	Student copies first name from a model (print or script). (Alternative communication and technology acceptable. See pg. 19.)

Administration and Scoring	
Setup	Identify times within the context of daily activities when the student is given opportunities to copy his/her first name.
Generalization	Student must demonstrate this skill across 3 people and 3 settings.
Instructions	Give the student a model and a place to write. Say, "Please write your name on this."
Scoring	Student copies name. The name must be legible – that is, a person who does not know the student can read it without knowing in advance that it is a name. (Copies legibly)
Use of Prompts	<i>No prompts are allowed.</i> Be careful not to use physical or verbal prompts to assist or encourage student (for example, pointing to the letters; saying the next letter).

## Assessment Record

<b>Area:</b>	Language	<b>Task Name:</b>	Copies name – from model	<b>L-077</b>
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### Student Information (To Be Completed by IEP Team in the Fall)

<b>Student Name</b>	
<b>Date IEP Team Selected Task</b>	

### Testing Results

(To Be Completed During the Testing Period in the Spring)

	Trial 1	Trial 2	Trial 3
<b>Date</b>			
<b>Person</b>			
<b>Setting</b>			
<b>Copies</b>	Yes No	Yes No	Yes No

### Determination of Proficiency Level (To Be Completed During the Testing Period in the Spring)

Check One	Proficiency Level	Criterion
	Level 4 - Substantial	3 correct trials: 3 people, 3 settings
	Level 3 - Sufficient	2 correct trials
	Level 2 - Partial	1 correct trial
	Level 1 - Minimal	No correct trials

## UAA Task Sheet

Task Description		
Area	Language Arts	
Task Name	Writes name – without model	L-078
Task Description	Student writes (script or print) first name without a model. (Alternative communication and technology acceptable. See pg. 19.)	

Administration and Scoring	
Setup	Identify times within the context of daily activities when the student is given opportunities to write his/her first name (for example, on art project, assignment).
Generalization	Student must demonstrate this skill across 3 people and 3 settings.
Instructions	Tell the student, "Please write your name on this."
Scoring	Student writes first name without a model. The name must be legible – that is, a person who does not know the student can read it without knowing in advance that it is a name. (Writes legibly)
Use of Prompts	<i>No prompts are allowed.</i> Be careful not to use physical or verbal prompts to assist the student (for example, saying the next letter; using a model).

## Assessment Record

<b>Area:</b>	Language	<b>Task Name:</b>	Writes name – without model	<b>L-078</b>
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### Student Information (To Be Completed by IEP Team in the Fall)

<b>Student Name</b>	
<b>Date IEP Team Selected Task</b>	

### Testing Results

(To Be Completed During the Testing Period in the Spring)

	Trial 1	Trial 2	Trial 3
Date			
Document			
Person			
Setting			
Writes Legibly	Yes    No	Yes    No	Yes    No

### Determination of Proficiency Level

(To Be Completed During the Testing Period in the Spring)

Check One	Proficiency Level	Criterion
	Level 4 - Substantial	3 correct trials: 3 times, 3 people, 3 settings
	Level 3 - Sufficient	2 correct trials
	Level 2 - Partial	1 correct trial
	Level 1 - Minimal	No correct trials



## UAA Task Sheet

Task Description	
Area	Language Arts
Task Name	Signs name (written signature) <b>L-079</b>
Task Description	Student signs first and last name in script or using a name stamp. (Alternative communication and technology acceptable. See pg. 19.)

Administration and Scoring	
Setup	Identify times within the context of daily activities when the student is given opportunities to sign his/her first and last name.
Generalization	Student must demonstrate this skill across 3 documents, 3 settings, and 3 people.
Instructions	Present the student with a document that requires a signature and say, "Please sign this."
Examples of Task	<ul style="list-style-type: none"> <li>• Student signs a school record.</li> <li>• Student signs a time card.</li> <li>• Student signs a medical record.</li> </ul>
Scoring	Student signs his/her name where indicated. ( <u>Signs</u> )
Use of Prompts	No prompts are allowed. Be careful not to use physical or verbal prompts to assist the student (for example, saying the next letter; using a model).

## Assessment Record

<b>Area:</b>	Language	<b>Task Name:</b>	Signs name (written signature)	<b>L-079</b>
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### Student Information (To Be Completed by IEP Team in the Fall)

<b>Student Name</b>	
<b>Date IEP Team Selected Task</b>	

### Testing Results

(To Be Completed During the Testing Period in the Spring)

	Trial 1	Trial 2	Trial 3
Date			
Document			
Setting			
Person			
Signs	Yes    No	Yes    No	Yes    No

### Determination of Proficiency Level (To Be Completed During the Testing Period in the Spring)

Check One	Proficiency Level	Criterion
	Level 4 - Substantial	3 correct trials: 3 times, 3 settings, 3 people
	Level 3 - Sufficient	2 correct trials
	Level 2 - Partial	1 correct trial
	Level 1 - Minimal	No correct trials

## UAA Task Sheet

### Task Description

<b>Area</b>	Language Arts
<b>Task Name</b>	Spells* common words – 5 words <b>L-080</b>
<b>Task Description</b>	Student accurately spells* 5 common words. (*Alternative communication and technology acceptable. See pg. 19.)

### Administration and Scoring

<b>Setup</b>	Create times within the context of daily activities when the student is given opportunities to spell common words.
<b>Generalization</b>	The student must spell 5 words in 3 trials with 3 people.
<b>Instructions</b>	Tell the student, "Spell these words." Teacher then dictates the words as in a traditional spelling test and the student writes them by hand or with a keyboard.
<b>Examples of Task</b>	<ul style="list-style-type: none"> <li>Dictate words for students to spell.</li> </ul>
<b>Scoring</b>	Student accurately spells the dictated words. ( <u>Spells</u> )
<b>Use of Prompts</b>	<i>No prompts are allowed.</i> Be careful not to use physical or verbal prompts to assist to spell the words (for example, pointing to a word and saying, "Are you <i>sure</i> there is only one <i>t</i> ?").

## Assessment Record

<b>Area:</b>	Language	<b>Task Name:</b>	Spells common words – 5 words	<b>L-080</b>
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### Student Information (To Be Completed by IEP Team in the Fall)

<b>Student Name</b>	
<b>Date IEP Team Selected Task</b>	

List 5 target spelling words or attach list.

### Testing Results

(To Be Completed During the Testing Period in the Spring)

	Trial 1	Trial 2	Trial 3
<b>Date</b>			
<b>Person</b>			
<b>Number Correct</b>	/5	/5	/5
<b>Total Correct</b>	/15		

### Determination of Proficiency Level

(To Be Completed During the Testing Period in the Spring)

Check One	Proficiency Level	Criterion
	Level 4 - Substantial	14 – 15 correct words
	Level 3 - Sufficient	12 – 13 correct words
	Level 2 - Partial	10 – 11 correct words
	Level 1 - Minimal	Less than 10 correct words

## UAA Task Sheet

### Task Description

<b>Area</b>	Language Arts
<b>Task Name</b>	Spells* common words – 10 words <b>L-081</b>
<b>Task Description</b>	Student accurately spells* 10 common words. (Alternative communication and technology acceptable. See pg. 19.)

### Administration and Scoring

<b>Setup</b>	Create times within the context of daily activities when the student is given opportunities to spell common words.
<b>Generalization</b>	The student must spell 10 words in 3 trials with 3 people.
<b>Instructions</b>	Tell the student, "Spell these words." Teacher then dictates the words as in a traditional spelling test and the student writes them by hand or with a keyboard.
<b>Examples of Task</b>	<ul style="list-style-type: none"> <li>Dictate words for students to spell.</li> </ul>
<b>Scoring</b>	Student accurately spells the dictated words. ( <u>Spells</u> )
<b>Use of Prompts</b>	<i>No prompts are allowed.</i> Be careful not to use physical or verbal prompts to assist to spell the words (for example, pointing to a word and saying, "Are you <i>sure</i> there is only one t?").

## Assessment Record

<b>Area:</b>	Language	<b>Task Name:</b>	Spells common words – 10	<b>L-081</b>
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### Student Information (To Be Completed by IEP Team in the Fall)

<b>Student Name</b>	
<b>Date IEP Team Selected Task</b>	

List 10 target spelling words or attach list.

### Testing Results

(To Be Completed During the Testing Period in the Spring)

	Trial 1	Trial 2	Trial 3
Date			
Person			
Number Correct	/10	/10	/10
Total Correct	/30		

### Determination of Proficiency Level

(To Be Completed During the Testing Period in the Spring)

Check One	Proficiency Level	Criterion
	Level 4 - Substantial	28 – 30 correct words
	Level 3 - Sufficient	24 – 27 correct words
	Level 2 - Partial	20 – 23 correct words
	Level 1 - Minimal	Less than 20 correct words

## UAA Task Sheet

### Task Description

<b>Area</b>	Language Arts
<b>Task Name</b>	Spells* common words – 30 words <b>L-082</b>
<b>Task Description</b>	Student accurately spells* 30 common words (*Alternative communication and technology acceptable. See pg. 19.)

### Administration and Scoring

<b>Setup</b>	Create times within the context of daily activities when the student is given opportunities to spell common words.
<b>Generalization</b>	The student must spell 30 words in 2 trials with 2 people.
<b>Instructions</b>	Tell the student, "Spell these words." Teacher then dictates the words as in a traditional spelling test and the student writes them by hand or with a keyboard.
<b>Examples of Task</b>	<ul style="list-style-type: none"> <li>Dictate words for students to spell.</li> </ul>
<b>Scoring</b>	Student accurately spells the dictated words. ( <u>Spells</u> )
<b>Use of Prompts</b>	<i>No prompts are allowed.</i> Be careful not to use physical or verbal prompts to assist to spell the words (for example, pointing to a word and saying, "Are you <i>sure</i> there is only one <i>t</i> ?").

## Assessment Record

<b>Area:</b>	Language	<b>Task Name:</b>	Spells common words – 30 words	<b>L-082</b>
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### Student Information

(To Be Completed by IEP Team in the Fall)

<b>Student Name</b>	
<b>Date IEP Team Selected Task</b>	

Attach list of 30 target spelling words.

### Testing Results

(To Be Completed During the Testing Period in the Spring)

	Trial 1	Trial 2
<b>Date</b>		
<b>Person</b>		
<b>Number Correct</b>	/30	/30
<b>Total Correct</b>	/60	

### Determination of Proficiency Level

(To Be Completed During the Testing Period in the Spring)

Check One	Proficiency Level	Criterion
	Level 4 - Substantial	56 – 60 correct words
	Level 3 - Sufficient	48 – 55 correct words
	Level 2 - Partial	40 – 47 correct words
	Level 1 - Minimal	Less than 40 correct words



## UAA Task Sheet

Task Description	
Area	Language Arts
Task Name	Creates lists for own use <b>L-083</b>
Task Description	Student creates lists of at least 3 items for personal use (for example, a grocery list). (Alternative communication and technology acceptable. See pg. 19.)

Administration and Scoring	
Setup	Identify times within the context of daily activities when the student is given opportunities to create lists for personal use.
Generalization	This skill must be demonstrated across 3 lists, each with different kinds of items.
Instructions	"Make a list of _____."
Examples of Task	<ul style="list-style-type: none"> <li>• Student creates a shopping list for cooking class.</li> <li>• Student creates a list of things to bring on a field trip.</li> <li>• Student creates a list of chores that must be completed.</li> </ul>
Scoring	Student creates a list of at least 3 legible items. Items must be legible to the student. For questionable items, this can be tested by asking the student to read an item. If the student says the item, it is legible. (3 legible items)
Use of Prompts	No prompts are allowed. Be careful not to use physical or verbal prompts to assist the student in creating the list (for example, reading/decoding the list to/for the student; saying, "Don't you need to put milk on your list?").

## Assessment Record

<b>Area:</b>	Language	<b>Task Name:</b>	Creates lists for own use	<b>L-083</b>
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### Student Information (To Be Completed by IEP Team in the Fall)

<b>Student Name</b>	
<b>Date IEP Team Selected Task</b>	

### Testing Results

(To Be Completed During the Testing Period in the Spring)

	Trial 1	Trial 2	Trial 3
<b>Date</b>			
<b>List with 3 Legible Items</b>	Yes    No	Yes    No	Yes    No

### Determination of Proficiency Level

(To Be Completed During the Testing Period in the Spring)

Check One	Proficiency Level	Criterion
	Level 4 - Substantial	3 correct trials: 3 lists
	Level 3 - Sufficient	2 correct trials
	Level 2 - Partial	1 correct trial
	Level 1 - Minimal	No correct trials

## UAA Task Sheet

Task Description	
Area	Language Arts
Task Name	Completes written forms <b>L-084</b>
Task Description	Student completes a variety of written forms. (Alternative communication and technology acceptable. See pg. 19.)

Administration and Scoring	
Setup	Identify times within the context of daily activities when the student is given opportunities to complete written forms (for example, lunch count form, job application, address envelope, banking forms).
Generalization	This task must be demonstrated across 3 forms and 3 people.
Instructions	Tell the student, "You need to complete this form."
Examples of Task	<ul style="list-style-type: none"> <li>• Student completes lunch menu form.</li> <li>• Student completes job application.</li> <li>• Student completes emergency contact form.</li> </ul>
Scoring	Form is complete, legible, and accurate. ( <u>Complete, legible, accurate</u> )
Use of Prompts	No prompts are allowed. Be careful not to use physical or verbal prompts to assist the student in completing the form (for example, pointing to places on the form the student has not completed; asking, "Are you sure you put your whole address?").

## Assessment Record

<b>Area:</b>	Language	<b>Task Name:</b>	Completes written forms	<b>L-084</b>
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### Student Information (To Be Completed by IEP Team in the Fall)

<b>Student Name</b>	
<b>Date IEP Team Selected Task</b>	

### Testing Results

(To Be Completed During the Testing Period in the Spring)

	Trial 1	Trial 2	Trial 3
Date			
Form			
Person			
Complete, Legible, Accurate	Yes    No	Yes    No	Yes    No

### Determination of Proficiency Level

(To Be Completed During the Testing Period in the Spring)

Check One	Proficiency Level	Criterion
	Level 4 - Substantial	3 correct trials: 3 forms, 3 settings, 3 people
	Level 3 - Sufficient	2 correct trials
	Level 2 - Partial	1 correct trial
	Level 1 - Minimal	No correct trials

## **UAA Math Tasks**

## **Counting and Numeration**

M-001 Rote counts 1-10**UAA Task Sheet**

<b>Task Description</b>	
<b>Area</b>	Math
<b>Task Name</b>	Rote counts 1-10 <b>M-001</b>
<b>Task Description</b>	Student says, "1, 2, 3, 4, 5, 6, 7, 8, 9, 10." Objects are not involved in this task. (Alternative communication and technology acceptable. See pg. 19.)

<b>Administration and Scoring</b>	
<b>Setup</b>	Create times when the student is given opportunities to rote count.
<b>Generalization</b>	Student must demonstrate this skill across 3 people and 3 settings.
<b>Instructions</b>	Tell the student, "Count to 10."
<b>Scoring</b>	Student rote counts 1-10 in order without skipping any numbers. (Counts)
<b>Use of Prompts</b>	<i>No prompts are allowed.</i> Be careful not to use physical or verbal prompts to assist the student in counting (for example, counting aloud with student; pointing to write 10 numerals as the student counts).

Assessment Record

Area:	Math	Task Name:	Rote counts 1-10	M-001
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Student Information	
(To Be Completed by IEP Team in the Fall)	
Student Name	
Date IEP Team Selected Task	

Testing Results			
(To Be Completed During the Testing Period in the Spring)			
	Trial 1	Trial 2	Trial 3
Date			
Person			
Setting			
Counts	Yes    No	Yes    No	Yes    No

Determination of Proficiency Level		
(To Be Completed During the Testing Period in the Spring)		
Check One	Proficiency Level	Criterion
	Level 4 - Substantial	3 correct trials: 3 people, 3 settings
	Level 3 - Sufficient	2 correct trials
	Level 2 - Partial	1 correct trial
	Level 1 - Minimal	No correct trials



## UAA Task Sheet

Task Description	
Area	Math
Task Name	Rote counts 1-50 <b>M-002</b>
Task Description	Student counts from 1 to 50 in ascending order (student says "One, two, three . . . fifty"). Objects are not involved in this task. (Alternative communication and technology acceptable. See pg. 19.)

Administration and Scoring	
Setup	Identify or create times within the context of daily activities when the student is given opportunities to rote count to 50.
Generalization	Student must demonstrate this skill across 3 people and 3 settings.
Instructions	Tell the student, "Count to 50."
Scoring	Student rote counts 1-50 in order without skipping any numbers. (Counts)
Use of Prompts	<i>No prompts are allowed.</i> Be careful not to use physical or verbal prompts to assist the student in counting (for example, counting aloud with the student; pointing to written numerals as the student counts).

## Assessment Record

<b>Area:</b>	Math	<b>Task Name:</b>	Rote counts 1-50	<b>M-002</b>
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### Student Information (To Be Completed by IEP Team in the Fall)

<b>Student Name</b>	
<b>Date IEP Team Selected Task</b>	

### Testing Results

(To Be Completed During the Testing Period in the Spring)

	Trial 1	Trial 2	Trial 3
Date			
Person			
Setting			
Counts	Yes    No	Yes    No	Yes    No

### Determination of Proficiency Level

(To Be Completed During the Testing Period in the Spring)

Check One	Proficiency Level	Criterion
	Level 4 - Substantial	3 correct trials: 3 people, 3 settings
	Level 3 - Sufficient	2 correct trials
	Level 2 - Partial	1 correct trial
	Level 1 - Minimal	No correct trials

## UAA Task Sheet

### Task Description

<b>Area</b>	Math
<b>Task Name</b>	Object counting 1-5: Using spoken* numbers <b>M-003</b>
<b>Task Description</b>	Student counts an array of 1 – 5 objects and then says* the number <b>and</b> student hears* any number 1 – 5 and then makes an array of that many objects. (*Alternative communication and technology acceptable. See pg. 19.)

### Administration and Scoring

<b>Setup</b>	Create times within the context of the school day when the student is given opportunities to count objects and then say the number <b>and</b> to hear a number and create a group of that many.
<b>Generalization</b>	Student must demonstrate this skill across different types of objects (for example, small objects such as pennies or tokens; and large objects such as chairs and people). All 5 numbers must be demonstrated with 2 people and in 2 settings.
<b>Instructions</b>	Tell student, "Count the _____ and tell me how many." Tell student, "Show me ____ blocks." In random order, test all numbers 1 – 5.
<b>Examples of Task</b>	<ul style="list-style-type: none"> <li>Ask the student to get 3 cartons of milk out of the box.</li> <li>Use any small objects to make groups for the student to count and tell you how many.</li> </ul>
<b>Scoring</b>	Student counts objects and says the number. Student accurately makes a group for the numeral he/she hears.
<b>Use of Prompts</b>	<i>No prompts are allowed.</i> Be careful to avoid verbal or physical prompts to assist the student in counting, saying the correct number or making the groups (for example, counting aloud with the student; pointing to objects as student counts; saying "Are you <i>sure</i> that is enough?").

## Assessment Record

**Area:** Math **Task Name:** Object counting 1-5: Using spoken\* numbers **M-003**

### Student Information (To Be Completed by IEP Team in the Fall)

**Student Name**

**Date IEP Team Selected Task**

### Testing Results

(To Be Completed During the Testing Period in the Spring)

Trial 1				Trial 2			
<b>Date</b>				<b>Date</b>			
<b>Setting</b>				<b>Setting</b>			
<b>Person</b>				<b>Person</b>			
	<b>See Objects / Say Number</b>		<b>Hear Number / Show Object</b>		<b>See Objects / Say Number</b>		<b>Hear Number / Show Objects</b>
*	Yes	No	Yes No	*	Yes	No	Yes No
*	Yes	No	Yes No	*	Yes	No	Yes No
*	Yes	No	Yes No	*	Yes	No	Yes No
*	Yes	No	Yes No	*	Yes	No	Yes No
*	Yes	No	Yes No	*	Yes	No	Yes No
<b>Total Correct</b>	/20						

\* Each trial should include all numbers 1-5 in random order. Enter number tested.

### Determination of Proficiency Level (To Be Completed During the Testing Period in the Spring)

Check One	Proficiency Level	Criterion
	Level 4 - Substantial	18-20 correct responses
	Level 3 - Sufficient	16-17 correct responses
	Level 2 - Partial	12-15 correct responses
	Level 1 - Minimal	Less than 12 correct responses

## UAA Task Sheet

### Task Description

<b>Area</b>	Math
<b>Task Name</b>	Object counting 1 – 10: Using spoken* numbers <b>M-004</b>
<b>Task Description</b>	Student counts an array of 1 – 10 objects and then says* the number <b>and</b> student hears* any number 1 – 10 and then makes an array of that many objects. (*Alternative communication and technology acceptable. See pg. 19.)

### Administration and Scoring

<b>Setup</b>	Create times within the context of the school day when the student is given opportunities to count objects and then say the number <b>and</b> to hear a number and create a group of that many.
<b>Generalization</b>	Student must demonstrate this skill across different types of objects (for example, small objects such as pennies or tokens; and large objects such as chairs and people). Half of the numbers (randomly selected from 1-10) must be demonstrated with one person (trial 1), and the other half must be demonstrated with another person (trial 2).
<b>Instructions</b>	Tell student, "Count the _____ and tell me how many." Tell student, "Show me ____ blocks." In random order, test all numbers 1 – 10.
<b>Examples of Task</b>	<ul style="list-style-type: none"> <li>Ask the student to get 8 cartons of milk out of the box.</li> <li>Use any small objects to make groups for the student to count and tell you how many.</li> </ul>
<b>Scoring</b>	Student counts objects and says the number. Student accurately makes a group for the numeral he/she hears.
<b>Use of Prompts</b>	<i>No prompts are allowed.</i> Be careful to avoid verbal or physical prompts to assist the student in counting, saying the correct number or making the groups (for example, counting aloud with the student; pointing to objects as student counts; saying "Are you <i>sure</i> that is enough?").

## Assessment Record

<b>Area:</b>	Math	<b>Task Name:</b>	Object counting 1 – 10: Using spoken* numbers	<b>M-004</b>
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### Student Information

(To Be Completed by IEP Team in the Fall)

<b>Student Name</b>	
<b>Date IEP Team Selected Task</b>	

### Testing Results

(To Be Completed During the Testing Period in the Spring)

Trial 1				Trial 2			
<b>Date</b>				<b>Date</b>			
<b>Person</b>				<b>Person</b>			
	<b>See Objects / Say Number</b>	<b>Hear Number / Show Object</b>			<b>See Objects / Say Number</b>	<b>Hear Number / Show Objects</b>	
*	Yes No	Yes No		*	Yes No	Yes No	
*	Yes No	Yes No		*	Yes No	Yes No	
*	Yes No	Yes No		*	Yes No	Yes No	
*	Yes No	Yes No		*	Yes No	Yes No	
*	Yes No	Yes No		*	Yes No	Yes No	
<b>Total Correct</b>							
		/20					

\* Present numbers 1 – 10 in random order across the two trials. Enter number tested.

### Determination of Proficiency Level

(To Be Completed During the Testing Period in the Spring)

Check One	Proficiency Level	Criterion
	Level 4 - Substantial	18-20 correct responses
	Level 3 - Sufficient	16-17 correct responses
	Level 2 - Partial	12-15 correct responses
	Level 1 - Minimal	Less than 12 correct responses

## UAA Task Sheet

### Task Description

<b>Area</b>	Math
<b>Task Name</b>	Object counting 11 – 20: Using spoken* numbers <b>M-005</b>
<b>Task Description</b>	<p>Student counts an array of 11 – 20 objects and then says* the number <b>and</b> student hears* any number 11 – 20 and then makes an array of that many objects.</p> <p>(*Alternative communication and technology acceptable. See pg. 19.)</p>

### Administration and Scoring

<b>Setup</b>	Create times within the context of the school day when the student is given opportunities to count objects and then say the number <b>and</b> to hear a number and create a group of that many.
<b>Generalization</b>	Student must demonstrate this skill across different types of objects (for example, small objects such as pennies or tokens; and large objects such as chairs and people). Half of the numbers (randomly selected from 11-20) must be demonstrated with one person (trial 1), and the other half must be demonstrated with another person (trial 2).
<b>Instructions</b>	<p>Tell student, "Count the _____ and tell me how many."</p> <p>Tell student, "Show me ____ blocks."</p> <p>In random order, test all numbers 11 – 20.</p>
<b>Examples of Task</b>	<ul style="list-style-type: none"> <li>Ask the student to get 18 cartons of milk out of the box.</li> <li>Use any small objects to make groups for the student to count and tell you how many.</li> </ul>
<b>Scoring</b>	<p>Student counts objects and says the number.</p> <p>Student accurately makes a group for the numeral he/she hears.</p>
<b>Use of Prompts</b>	<i>No prompts are allowed.</i> Be careful to avoid verbal or physical prompts to assist the student in counting, saying the correct number or making the groups (for example, counting aloud with the student; pointing to objects as student counts; saying "Are you <i>sure</i> that is enough?").

## Assessment Record

**Area:** Math **Task Name:** Object counting 11 – 20: Using spoken\* numbers **M-005**

### Student Information

(To Be Completed by IEP Team in the Fall)

**Student Name**

**Date IEP Team Selected Task**

### Testing Results

(To Be Completed During the Testing Period in the Spring)

	Trial 1					Trial 2			
<b>Date</b>					<b>Date</b>				
<b>Person</b>					<b>Person</b>				
	<b>See Objects / Say Number</b>		<b>Hear Number / Show Object</b>			<b>See Objects / Say Number</b>		<b>Hear Number / Show Objects</b>	
*	Yes	No	Yes	No	*	Yes	No	Yes	No
*	Yes	No	Yes	No	*	Yes	No	Yes	No
*	Yes	No	Yes	No	*	Yes	No	Yes	No
*	Yes	No	Yes	No	*	Yes	No	Yes	No
*	Yes	No	Yes	No	*	Yes	No	Yes	No
<b>Total Correct</b>									/20

\* Present numbers 11 – 20 in random order across the two trials. Enter number tested.

### Determination of Proficiency Level

(To Be Completed During the Testing Period in the Spring)

Check One	Proficiency Level	Criterion
	Level 4 - Substantial	18-20 correct responses
	Level 3 - Sufficient	16-17 correct responses
	Level 2 - Partial	12-15 correct responses
	Level 1 - Minimal	Less than 12 correct responses



## UAA Task Sheet

### Task Description

<b>Area</b>	Math
<b>Task Name</b>	Object counting 1 – 5: Using written numerals <b>M-006</b>
<b>Task Description</b>	Student counts an array of 1 – 5 objects and then writes* the numeral <b>and</b> student sees* any numeral 1 – 5 and then makes an array of that many objects. (*Alternative communication and technology acceptable. See pg. 19.)

### Administration and Scoring

<b>Setup</b>	Create times within the context of the school day when the student is given opportunities to count objects and then write the numeral <b>and</b> to see a numeral and create a group of that many.
<b>Generalization</b>	Student must demonstrate this skill across different types of objects (for example, small objects such as pennies or tokens; and large objects such as chairs and people). All 5 numbers must be demonstrated with 2 people and in 2 settings.
<b>Instructions</b>	Tell student, "Count the _____ and then write the total." Show the student a written numeral and say "Use the _____ to make a group of this many." In random order, test all the numbers 1 – 5.
<b>Examples of Task</b>	<ul style="list-style-type: none"> <li>Show the student a card with the numeral 3 on it and have the student take 3 cartons of milk out of the box.</li> <li>Use any small objects to make groups for the student to count and write the numeral.</li> </ul>
<b>Scoring</b>	Student counts objects and accurately writes the numeral. Student accurately makes a group for the numeral he/she reads.
<b>Use of Prompts</b>	<i>No prompts are allowed.</i> Be careful to avoid verbal or physical prompts to assist the student in counting, writing the correct numeral, or reading the numeral (for example, counting aloud with the student; pointing to objects as student counts; providing a model of the number to be written, saying, "It is the number after three").

## Assessment Record

<b>Area:</b>	Math	<b>Task Name:</b>	Object Counting 1 – 5: Using written numerals	<b>M-006</b>
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### Student Information (To Be Completed by IEP Team in the Fall)

<b>Student Name</b>	
<b>Date IEP Team Selected Task</b>	

### Testing Results (To Be Completed During the Testing Period in the Spring)

Trial 1				Trial 2					
<b>Date</b>				<b>Date</b>					
<b>Setting</b>				<b>Setting</b>					
<b>Person</b>				<b>Person</b>					
	<b>See Obj / Write Number</b>		<b>See Number / Show Obj</b>			<b>See Obj / Write Number</b>		<b>See Number / Show Obj</b>	
*	Yes	No	Yes	No	*	Yes	No	Yes	No
*	Yes	No	Yes	No	*	Yes	No	Yes	No
*	Yes	No	Yes	No	*	Yes	No	Yes	No
*	Yes	No	Yes	No	*	Yes	No	Yes	No
*	Yes	No	Yes	No	*	Yes	No	Yes	No
<b>Total Correct</b>		/20							

\* Each trial should include all numbers 1 – 5 in random order. Enter number tested.

### Determination of Proficiency Level (To Be Completed During the Testing Period in the Spring)

Check One	Proficiency Level	Criterion
	Level 4 - Substantial	18-20 correct responses
	Level 3 - Sufficient	16-17 correct responses
	Level 2 - Partial	12-15 correct responses
	Level 1 - Minimal	Less than 12 correct responses

## UAA Task Sheet

### Task Description

<b>Area</b>	Math
<b>Task Name</b>	Object counting 1 – 10: Using written numerals <b>M-007</b>
<b>Task Description</b>	Student counts an array of 1 – 10 objects and then writes* the numeral <b>and</b> student sees* any numeral 1 – 10 and then makes an array of that many objects. (*Alternative communication and technology acceptable. See pg. 19.)

### Administration and Scoring

<b>Setup</b>	Create times within the context of the school day when the student is given opportunities to count objects and then write the numeral <b>and</b> to see a numeral and create a group of that many.
<b>Generalization</b>	Student must demonstrate this skill across different types of objects (for example, small objects such as pennies or tokens; and large objects such as chairs and people). Half of the numbers (randomly selected from 1-10) must be demonstrated with one person (trial 1), and the other half must be demonstrated with another person (trial 2).
<b>Instructions</b>	Tell student, "Count the _____ and then write the total." Show the student a written numeral and say "Use the _____ to make a group of this many." In random order, test all numbers 1 – 10.
<b>Examples of Task</b>	<ul style="list-style-type: none"> <li>Show the student a card with the numeral 8 on it and have the student take 8 cartons of milk out of the box.</li> <li>Use any small objects to make groups for the student to count and write the numeral.</li> </ul>
<b>Scoring</b>	Student counts objects and accurately writes the numeral. Student accurately makes a group for the numeral he/she reads.
<b>Use of Prompts</b>	<i>No prompts are allowed.</i> Be careful to avoid verbal or physical prompts to assist the student in counting, writing the correct numeral, or reading the numeral (for example, counting aloud with the student; pointing to objects as student counts; providing a model of the number to be written, saying, "It is the number after three").

## Assessment Record

Area: Math Task Name: Object counting 1 – 10: Using written numerals M-007

### Student Information

(To Be Completed by IEP Team in the Fall)

Student Name

Date IEP Team Selected Task

### Testing Results

(To Be Completed During the Testing Period in the Spring)

Trial 1				Trial 2			
Date				Date			
Person				Person			
	See Obj / Write Number	See Number / Show Obj			See Obj / Write Number	See Number / Show Obj	
*	Yes No	Yes	No	*	Yes No	Yes	No
*	Yes No	Yes	No	*	Yes No	Yes	No
*	Yes No	Yes	No	*	Yes No	Yes	No
*	Yes No	Yes	No	*	Yes No	Yes	No
*	Yes No	Yes	No	*	Yes No	Yes	No
Total Correct				/20			

\* Present numbers 1 – 10 in random order across the two trials. Enter number tested.

### Determination of Proficiency Level

(To Be Completed During the Testing Period in the Spring)

Check One	Proficiency Level	Criterion
	Level 4 - Substantial	18-20 correct responses
	Level 3 - Sufficient	16-17 correct responses
	Level 2 - Partial	12-15 correct responses
	Level 1 - Minimal	Less than 12 correct responses

## UAA Task Sheet

### Task Description

<b>Area</b>	Math
<b>Task Name</b>	Object counting 11 – 20: Using written numerals <b>M-008</b>
<b>Task Description</b>	Student counts an array of 11 – 20 objects and then writes* the numeral <b>and</b> student sees* any numeral 11 – 20 and then makes an array of that many objects. (*Alternative communication and technology acceptable. See pg. 19.)

### Administration and Scoring

<b>Setup</b>	Create times within the context of the school day when the student is given opportunities to count objects and then write the numeral <b>and</b> to see a numeral and create a group of that many.
<b>Generalization</b>	Student must demonstrate this skill across different types of objects (for example, small objects such as pennies or tokens; and large objects such as chairs and people). Half of the numbers (randomly selected from 11-20) must be demonstrated with one person (trial 1), and the other half must be demonstrated with another person (trial 2).
<b>Instructions</b>	Tell student, "Count the _____ and then write the total." Show the student a written numeral and say "Use the _____ to make a group of this many." In random order, test all numbers 11 – 20.
<b>Examples of Task</b>	<ul style="list-style-type: none"> <li>Show the student a card with the numeral 18 on it and have the student take 18 cartons of milk out of the box.</li> <li>Use any small objects to make groups for the student to count and write the numeral.</li> </ul>
<b>Scoring</b>	Student counts objects and accurately writes the numeral. Student accurately makes a group for the numeral he/she reads.
<b>Use of Prompts</b>	<i>No prompts are allowed.</i> Be careful to avoid verbal or physical prompts to assist the student in counting, writing the correct numeral, or reading the numeral (for example, counting aloud with the student; pointing to objects as student counts; providing a model of the number to be written, saying, "It is the number after three").

## Assessment Record

**Area:** Math **Task Name:** Object counting 11 – 20: Using written numerals **M-008**

### Student Information

(To Be Completed by IEP Team in the Fall)

**Student Name**

**Date IEP Team Selected Task**

### Testing Results

(To Be Completed During the Testing Period in the Spring)

	Trial 1					Trial 2			
Date					Date				
Person					Person				
	See Objects / Write Number		See Number / Show Objects			See Objects / Write Number		See Number / Show Objects	
*	Yes	No	Yes	No	*	Yes	No	Yes	No
*	Yes	No	Yes	No	*	Yes	No	Yes	No
*	Yes	No	Yes	No	*	Yes	No	Yes	No
*	Yes	No	Yes	No	*	Yes	No	Yes	No
*	Yes	No	Yes	No	*	Yes	No	Yes	No
<b>Total Correct</b>									

/20

\* Present numbers 11 – 20 in random order across the two trials. Enter number tested.

### Determination of Proficiency Level

(To Be Completed During the Testing Period in the Spring)

Check One	Proficiency Level	Criterion
	Level 4 - Substantial	18-20 correct responses
	Level 3 - Sufficient	16-17 correct responses
	Level 2 - Partial	12-15 correct responses
	Level 1 - Minimal	Less than 12 correct responses

## UAA Task Sheet

### Task Description

<b>Area</b>	Math
<b>Task Name</b>	Writes* numbers 1 – 10 <b>M-009</b>
<b>Task Description</b>	Student writes* numbers (1 – 10) from an oral request in authentic situations (for example, scoring a game; lunch count). (*Alternative communication and technology acceptable. See pg. 19.)

### Administration and Scoring

<b>Setup</b>	Identify times within the context of daily activities when the student is given opportunities to write numbers in authentic situations (for example, scoring a game, lunch count, recording how many cans of pop are needed to fill the machine).
<b>Generalization</b>	Student must demonstrate this skill across 3 trials on each number (1-10) in 3 settings, and with 3 people.
<b>Instructions</b>	Tell the student, "Write [a number]" or give an equivalent direction.
<b>Examples of Task</b>	<ul style="list-style-type: none"> <li>Teacher says, "Seven students are having school lunch today. Bobby, please record that."</li> <li>Teacher says, "Maria, you earned 9 points. Write that at the top of your paper."</li> <li>Student is making a birthday card for a friend turning 10 years old. Student writes a large "10" on the card.</li> </ul>
<b>Scoring</b>	Student legibly writes the correct number. ( <u>Writes number</u> )
<b>Use of Prompts</b>	<i>No prompts are allowed.</i> Be careful to avoid verbal or physical prompts to assist the student in writing number (for example, pointing to the specified number on a number line; saying, "No, not six, nine"; shadowing student's writing hand).

## Assessment Record

**Area:**

Math

**Task Name:**

Writes\* numbers 1 – 10

**M-009**

### Student Information

(To Be Completed by IEP Team in the Fall)

**Student Name****Date IEP Team Selected Task**

### Testing Results

(To Be Completed During the Testing Period in the Spring)

Trial 1			Trial 2			Trial 3		
Date			Date			Date		
Person			Person			Person		
1.	*	Yes No	11.	*	Yes No	21.	*	Yes No
2.	*	Yes No	12.	*	Yes No	22.	*	Yes No
3.	*	Yes No	13.	*	Yes No	23.	*	Yes No
4.	*	Yes No	14.	*	Yes No	24.	*	Yes No
5.	*	Yes No	15.	*	Yes No	25.	*	Yes No
6.	*	Yes No	16.	*	Yes No	26.	*	Yes No
7.	*	Yes No	17.	*	Yes No	27.	*	Yes No
8.	*	Yes No	18.	*	Yes No	28.	*	Yes No
9.	*	Yes No	19.	*	Yes No	29.	*	Yes No
10.	*	Yes No	20.	*	Yes No	30.	*	Yes No
<b>Numbers Written Correctly</b>			/30					

\* Present numbers 1 – 10 in random order. Enter number tested.

### Determination of Proficiency Level

(To Be Completed During the Testing Period in the Spring)

Check One	Proficiency Level	Criterion
	Level 4 - Substantial	27 – 30 correct responses
	Level 3 - Sufficient	24 – 26 correct responses
	Level 2 - Partial	19 – 23 correct responses
	Level 1 - Minimal	Less than 19 correct responses



## UAA Task Sheet

### Task Description

<b>Area</b>	Math
<b>Task Name</b>	Writes* numbers 11 – 99 <b>M-010</b>
<b>Task Description</b>	Student writes* numbers (any number 11 – 99) from an oral request in authentic situations (for example, scoring a game; lunch count; calendar). (*Alternative communication and technology acceptable. See pg. 19.)

### Administration and Scoring

<b>Setup</b>	Identify times within the context of daily activities when the student is given opportunities to write numbers in authentic situations (for example, scoring a game, lunch count, recording how many cans of pop are needed to fill the machine).
<b>Generalization</b>	Student must demonstrate this skill with 30 randomly selected numbers (from 11 - 99). These 30 numbers are distributed across 3 settings and 3 people.
<b>Instructions</b>	Tell the student, "Write [a number]" or give an equivalent direction.
<b>Examples of Task</b>	<ul style="list-style-type: none"> <li>Teacher says, "Seventeen students are having school lunch today. Bobby, please record that."</li> <li>Student labels sticker with price of 75 cents for items in school store.</li> <li>Teacher says, "Maria, you earned 29 points. Write that at the top of your paper."</li> </ul>
<b>Scoring</b>	Student legibly writes the correct number. ( <u>Writes number</u> )
<b>Use of Prompts</b>	<i>No prompts are allowed.</i> Be careful to avoid verbal or physical prompts to assist the student in writing number (for example, pointing to the specified number on a number line; re-emphasizing a part of the number by saying, "thirty-six"; shadowing student's writing hand).

## Assessment Record

**Area:**

Math

**Task Name:**

Writes\* numbers 11 – 99

**M-010**

### Student Information

(To Be Completed by IEP Team in the Fall)

**Student Name****Date IEP Team Selected Task**

### Testing Results

(To Be Completed During the Testing Period in the Spring)

Trial 1			Trial 2			Trial 3		
Date			Date			Date		
Person			Person			Person		
1.	*	Yes No	11.	*	Yes No	21.	*	Yes No
2.	*	Yes No	12.	*	Yes No	22.	*	Yes No
3.	*	Yes No	13.	*	Yes No	23.	*	Yes No
4.	*	Yes No	14.	*	Yes No	24.	*	Yes No
5.	*	Yes No	15.	*	Yes No	25.	*	Yes No
6.	*	Yes No	16.	*	Yes No	26.	*	Yes No
7.	*	Yes No	17.	*	Yes No	27.	*	Yes No
8.	*	Yes No	18.	*	Yes No	28.	*	Yes No
9.	*	Yes No	19.	*	Yes No	29.	*	Yes No
10.	*	Yes No	20.	*	Yes No	30.	*	Yes No
<b>Numbers Written Correctly</b>			/30					

\* Randomly select numbers to be tested and present numbers in random order. Enter number tested.

### Determination of Proficiency Level

(To Be Completed During the Testing Period in the Spring)

Check One	Proficiency Level	Criterion
	Level 4 - Substantial	27 – 30 correct responses
	Level 3 - Sufficient	24 – 26 correct responses
	Level 2 - Partial	19 – 23 correct responses
	Level 1 - Minimal	Less than 19 correct responses

## UAA Task Sheet

Task Description	
Area	Math
Task Name	Writes* numbers 100 – 999 <b>M-011</b>
Task Description	Student writes* numbers (any number 100 – 999) from an oral request in authentic situations (for example, scoring a game; checkbook). (*Alternative communication and technology acceptable. See pg. 19.)

Administration and Scoring	
Setup	Identify times within the context of daily activities when the student is given opportunities to write numbers in authentic situations (for example, scoring a game, checkbook).
Generalization	Student must demonstrate this skill with 30 randomly selected numbers (from 100 – 999). These 30 numbers are distributed across 3 settings and 3 people.
Instructions	Tell the student, "Write [a number]" or give an equivalent direction.
Examples of Task	<ul style="list-style-type: none"> <li>Student records inventory for store (for example, 120 cans of corn).</li> <li>Student records total in checkbook.</li> </ul>
Scoring	Student legibly writes the correct number. ( <u>Writes number</u> )
Use of Prompts	<i>No prompts are allowed.</i> Be careful to avoid verbal or physical prompts to assist the student in writing number (for example, pointing to a number on a number line; re-emphasizing a part of the number by saying, "two hundred- <i>thirty</i> -six"; shadowing student's writing hand; gesturing to placement for each digit).

## Assessment Record

**Area:**

Math

**Task Name:**

Writes\* numbers 100 – 999

**M-011**

### Student Information

(To Be Completed by IEP Team in the Fall)

**Student Name****Date IEP Team Selected Task**

### Testing Results

(To Be Completed During the Testing Period in the Spring)

Trial 1			Trial 2			Trial 3		
Date			Date			Date		
Person			Person			Person		
1.	*	Yes No	11.	*	Yes No	21.	*	Yes No
2.	*	Yes No	12.	*	Yes No	22.	*	Yes No
3.	*	Yes No	13.	*	Yes No	23.	*	Yes No
4.	*	Yes No	14.	*	Yes No	24.	*	Yes No
5.	*	Yes No	15.	*	Yes No	25.	*	Yes No
6.	*	Yes No	16.	*	Yes No	26.	*	Yes No
7.	*	Yes No	17.	*	Yes No	27.	*	Yes No
8.	*	Yes No	18.	*	Yes No	28.	*	Yes No
9.	*	Yes No	19.	*	Yes No	29.	*	Yes No
10.	*	Yes No	20.	*	Yes No	30.	*	Yes No
<b>Numbers Written Correctly</b>			/30					

\* Randomly select numbers to be tested and present numbers in random order. Enter number tested.

### Determination of Proficiency Level

(To Be Completed During the Testing Period in the Spring)

Check One	Proficiency Level	Criterion
	Level 4 - Substantial	27 – 30 correct responses
	Level 3 - Sufficient	24 – 26 correct responses
	Level 2 - Partial	19 – 23 correct responses
	Level 1 - Minimal	Less than 19 correct responses

## UAA Task Sheet

Task Description	
Area	Math
Task Name	Responds to ordinal numbers 1 <sup>st</sup> – 5 <sup>th</sup> <b>M-012</b>
Task Description	Student responds to ordinal numbers by following directions containing ordinal numbers 1 <sup>st</sup> – 5 <sup>th</sup> . (Alternative communication and technology acceptable. See pg. 19.)

Administration and Scoring	
Setup	Identify times within the context of daily activities when the student is given directions containing ordinal numbers (for example, first, third, fifth).
Generalization	Student must demonstrate all five ordinals (first – fifth). Trials must include 3 settings, and 3 people.
Instructions	Give the student an instruction containing an ordinal number (see examples below).
Examples of Task	<ul style="list-style-type: none"> <li>Teacher says, "Get the second book on the shelf."</li> <li>Bus driver says, "Please sit on the first row."</li> <li>Assistant asks student to slide down to the fifth seat so there will be room for everyone in the assembly/show.</li> </ul>
Scoring	Student independently follows the instruction. ( <u>Follows</u> )
Use of Prompts	<i>No prompts are allowed.</i> Physical or verbal prompts to assist student in responding to ordinal number (for example, pointing to the "second book"; saying, "No, that's the third row, where's the fourth row?"; nodding/shaking head to cue student).

## Assessment Record

**Area:**

Math

**Task Name:**Responds to ordinal numbers 1<sup>st</sup> – 5<sup>th</sup>**M-012**

### Student Information

(To Be Completed by IEP Team in the Fall)

**Student Name****Date IEP Team Selected Task**

### Testing Results

(To Be Completed During the Testing Period in the Spring)

	Trial 1	Trial 2	Trial 3	Trial 4	Trial 5
<b>Date</b>					
<b>Number*</b>					
<b>Person†</b>					
<b>Setting†</b>					
<b>Follows</b>	Yes    No	Yes    No	Yes    No	Yes    No	Yes    No

\* Use all ordinals (1<sup>st</sup> – 5<sup>th</sup>) in random order.

† Only 3 different persons, settings are required.

### Determination of Proficiency Level

(To Be Completed During the Testing Period in the Spring)

Check One	Proficiency Level	Criterion
	Level 4 - Substantial	5 correct trials: 5 numbers, 3 people, 3 settings
	Level 3 - Sufficient	4 correct trials
	Level 2 - Partial	3 correct trial
	Level 1 - Minimal	Less than 3 correct trials

## UAA Task Sheet

### Task Description

<b>Area</b>	Math
<b>Task Name</b>	Counts up from a given number (using objects); 1 – 10 <b>M-013</b>
<b>Task Description</b>	Student counts objects starting at a specified number and stopping on another specified number (to a total of 10 or less). (Alternative communication and technology acceptable. See pg. 19.)

### Administration and Scoring

<b>Setup</b>	Identify times within the context of daily activities when the student is given opportunities to count objects starting at a specified number and stopping on another specified number.
<b>Generalization</b>	Student must demonstrate this skill across 3 types of objects (for example, small objects – pennies, tokens; large objects – chairs, people; other – objects in a picture or tally marks), 3 settings, and 3 people. The beginning numbers, numbers added, and totals should vary across the trials.
<b>Instructions</b>	Tell the student to begin counting at a given number and continue counting until he/she reaches the requested number. Teacher may vary the wording to match specific terms used in the program the student is using.
<b>Examples of Task</b>	<ul style="list-style-type: none"> <li>Teacher says, "You have 3 glasses and we need 8 for snack. Count from 3 until we have 8 glasses."</li> <li>There are 6 chairs already at the calendar center. Student must count from 6 until he/she reaches 9 chairs so everyone can have a seat at calendar time.</li> <li>Student has 3 pennies. Student must count from 3 until he/she reaches 10 to trade for a dime. ("You have 3 pennies. I need 10 if you want to trade for a dime")</li> </ul>
<b>Scoring</b>	Student independently counts objects from a given number and ends on requested number. ( <u>Counts</u> )
<b>Use of Prompts</b>	<i>No prompts are allowed.</i> Be careful to avoid verbal or physical prompts to assist the student in counting consecutively from specified start to stop number (for example, pointing to objects as the student counts; saying, "Stop"; counting aloud along with the student – "6, 7...").

## Assessment Record

<b>Area:</b>	Math	<b>Task Name:</b>	Counts up from a given number (using objects); 1 – 10 <b>M-013</b>
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<b>Student Information</b> (To Be Completed by IEP Team in the Fall)	
<b>Student Name</b>	
<b>Date IEP Team Selected Task</b>	

<b>Testing Results</b> (To Be Completed During the Testing Period in the Spring)										
	Trial 1		Trial 2		Trial 3		Trial 4		Trial 5	
<b>Date</b>										
<b>Number counted from/to*</b>										
<b>Objects Counted†</b>										
<b>Person†</b>										
<b>Setting†</b>										
<b>Counts</b>	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No

\* Use random beginning numbers and totals (1 to 10).

† Only 3 different persons, settings, and types of objects are required.

<b>Determination of Proficiency Level</b> (To Be Completed During the Testing Period in the Spring)		
Check One	Proficiency Level	Criterion
	Level 4 - Substantial	5 correct trials: 5 numbers, 3 types of objects, 3 people, 3 settings
	Level 3 - Sufficient	4 correct trials
	Level 2 - Partial	3 correct trial
	Level 1 - Minimal	Less than 3 correct trials



## UAA Task Sheet

### Task Description

<b>Area</b>	Math
<b>Task Name</b>	Counts up from a given number (using objects); 11 – 20 <b>M-014</b>
<b>Task Description</b>	Student counts objects starting at a specified number and stopping on another specified number (to a total of 11 – 20). (Alternative communication and technology acceptable. See pg. 19.)

### Administration and Scoring

<b>Setup</b>	Identify times within the context of daily activities when the student is given opportunities to count objects starting at a specified number and stopping on another specified number.
<b>Generalization</b>	Student must demonstrate this skill across 3 types of objects (for example, small objects – pennies, tokens; large objects – chairs, people; other – objects in a picture or tally marks), 3 settings, and 3 people.
<b>Instructions</b>	Tell the student to begin counting at a given number and continue counting until he/she reaches the requested number. Teacher may vary the wording to match specific terms used in the program the student is using.
<b>Examples of Task</b>	<ul style="list-style-type: none"> <li>Teacher says, "You have 3 napkins and we need 12 for snack. Count from 3 until we have 12 napkins."</li> <li>There are 6 chairs set up in the media center. Student must count from 6 until he/she reaches 14 chairs so everyone can have a seat at storytime.</li> <li>Student has 8 candy bars, but needs 17 for the whole class. Student must count from 8 until he/she reaches 17.</li> </ul>
<b>Scoring</b>	Student independently counts objects from a given number and ends on requested number. ( <u>Counts</u> )
<b>Use of Prompts</b>	<i>No prompts are allowed.</i> Verbal or physical prompts to assist the student in counting consecutively from specified start to stop number (for example, pointing to objects as the student counts; saying, "Stop"; count aloud along with the student – "6, 7...").

## Assessment Record

**Area:**

Math

**Task Name:**

Counts up from a given number (using objects); 11 – 20

**M-014**

### Student Information

(To Be Completed by IEP Team in the Fall)

**Student Name****Date IEP Team Selected Task**

### Testing Results

(To Be Completed During the Testing Period in the Spring)

	Trial 1	Trial 2	Trial 3	Trial 4	Trial 5
<b>Date</b>					
<b>Number Counted From/To*</b>					
<b>Objects Counted†</b>					
<b>Person†</b>					
<b>Setting†</b>					
<b>Counts</b>	Yes No	Yes No	Yes No	Yes No	Yes No

\* Use random beginning numbers and totals (11 to 20).

† Only 3 different persons, settings, and types of objects are required.

### Determination of Proficiency Level

(To Be Completed During the Testing Period in the Spring)

Check One	Proficiency Level	Criterion
	Level 4 - Substantial	5 correct trials: 5 numbers, 3 types of objects, 3 people, 3 settings
	Level 3 - Sufficient	4 correct trials
	Level 2 - Partial	3 correct trial
	Level 1 - Minimal	Less than 3 correct trials

## UAA Task Sheet

Task Description	
Area	Math
Task Name	Skip-count by 5s to 100 <b>M-015</b>
Task Description	Student says, "5, 10, 15, 20, 25, . . . 100." This task does not involve counting of objects. (Alternative communication and technology acceptable. See pg. 19.)

Administration and Scoring	
Setup	Create times when the student is given opportunities to count by 5s to 100.
Generalization	Student must demonstrate this skill across 3 people and 3 settings.
Instructions	Tell the student, "Count by 5s up to 100."
Scoring	Student says, "5, 10, 15, 20, 25, . . . 100" without skipping any numbers. (Counts)
Use of Prompts	<i>No prompts are allowed.</i> Be careful not to use physical or verbal prompts to assist the student in counting (e.g., counting aloud with student, pointing to written numerals as the student counts).

## Assessment Record

<b>Area:</b>	Math	<b>Task Name:</b>	Skip-count by 5s to 100	<b>M-015</b>
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### Student Information (To Be Completed by IEP Team in the Fall)

<b>Student Name</b>	
<b>Date IEP Team Selected Task</b>	

### Testing Results

(To Be Completed During the Testing Period in the Spring)

	Trial 1	Trial 2	Trial 3
Date			
Person			
Setting			
Counts	Yes    No	Yes    No	Yes    No

### Determination of Proficiency Level (To Be Completed During Testing Period in the Spring)

Check One	Proficiency Level	Criterion
	Level 4 - Substantial	3 correct trials: 3 people, 3 settings
	Level 3 - Sufficient	2 correct trials
	Level 2 - Partial	1 correct trial
	Level 1 - Minimal	No correct trials

## Patterns and Matching

## UAA Task Sheet

### Task Description

<b>Area</b>	Math
<b>Task Name</b>	Object permanence <b>M-016</b>
<b>Task Description</b>	<p>Student shows knowledge of the existence of objects that he/she can no longer see. After watching as an object is placed out of sight, the student indicates the location of the object.</p> <p>(Alternative communication and technology acceptable. See pg. 19.)</p>

### Administration and Scoring

<b>Setup</b>	Identify times within the context of daily activities when the student is given opportunities to locate objects after he/she sees where they were last placed.
<b>Generalization</b>	The student must demonstrate this skill across 3 objects, 3 settings, and 3 people.
<b>Instructions</b>	Show student an object, and then place it (or let it move) where it cannot be seen. Ask the student, "Where is the _____?"
<b>Examples of Task</b>	<ul style="list-style-type: none"> <li>Finding a cookie that has been covered by a napkin at snack.</li> <li>Finding a ball for recess that has been put in a storage tub.</li> <li>Point to a location of a car that is currently behind a building.</li> <li>Find a person who walked into another room.</li> </ul>
<b>Scoring</b>	Student indicates (for example, by eye gaze, point, speech, etc.) where the object is after it is removed from sight. (Indicates)
<b>Use of Prompts</b>	<i>No prompts are allowed.</i> Be careful not to use physical or verbal prompts to assist the student in finding the object (for example, pointing; looking; asking the student, "Is it here?").

## Assessment Record

<b>Area:</b>	Math	<b>Task Name:</b>	Object permanence	<b>M-016</b>
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### Student Information (To Be Completed by IEP Team in the Fall)

<b>Student Name</b>	
<b>Date IEP Team Selected Task</b>	

### Testing Results

(To Be Completed During the Testing Period in the Spring)

	Trial 1	Trial 2	Trial 3
Date			
Object			
Setting			
Person			
Indicates	Yes    No	Yes    No	Yes    No

### Determination of Proficiency Level

(To Be Completed During the Testing Period in the Spring)

Check One	Proficiency Level	Criterion
	Level 4 - Substantial	3 correct trials: 3 objects, 3 settings, 3 people
	Level 3 - Sufficient	2 correct trials
	Level 2 - Partial	1 correct trial
	Level 1 - Minimal	No correct trials

M-017 Completes wooden inset puzzles (5 pieces)

## UAA Task Sheet

### Task Description

<b>Area</b>	Math
<b>Task Name</b>	Completes wooden inset puzzles (5 pieces) <b>M-017</b>
<b>Task Description</b>	Student will complete wooden inset puzzles (5 pieces) by placing each piece in the correct space. (Alternative communication and technology acceptable. See pg. 19.)

### Administration and Scoring

<b>Setup</b>	Identify times within the context of daily activities when student will be given opportunities to complete wooden inset puzzles. The puzzles may or may not have corresponding pictures inside the spaces.
<b>Generalization</b>	Student must demonstrate this skill across 3 different puzzles and 3 people.
<b>Instructions</b>	Tell student, "Put the pieces in the puzzle."
<b>Examples of Task</b>	<ul style="list-style-type: none"> <li>Given a puzzle with 5 animal pieces at free time, student places each piece in the correct space.</li> </ul>
<b>Scoring</b>	Student accurately places each puzzle piece in the correct space. ( <u>Completes puzzle</u> )
<b>Use of Prompts</b>	<i>No prompts are allowed.</i> Be careful to avoid verbal or physical prompts to assist the student in fitting puzzle pieces into appropriate inset holes (for example, shadowing student's hand movement; orienting piece toward the correct position/direction; gesturing toward correct space for puzzle piece).



## Assessment Record

<b>Area:</b>	Math	<b>Task Name:</b>	Completes wooden inset puzzles (5 pieces)	<b>M-017</b>
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### Student Information (To Be Completed by IEP Team in the Fall)

<b>Student Name</b>	
<b>Date IEP Team Selected Task</b>	

### Testing Results

(To Be Completed During the Testing Period in the Spring)

	Trial 1	Trial 2	Trial 3
Date			
Puzzle			
Person			
Completes Puzzle	Yes    No	Yes    No	Yes    No

### Determination of Proficiency Level

(To Be Completed During the Testing Period in the Spring)

Check One	Proficiency Level	Criterion
	Level 4 - Substantial	3 correct trials: 3 different puzzles, 3 people
	Level 3 - Sufficient	2 correct trials
	Level 2 - Partial	1 correct trial
	Level 1 - Minimal	no correct trials

## UAA Task Sheet

Task Description		
Area	Math	
Task Name	Matches identical objects	M-018
Task Description	Student matches an object to an identical object. (Alternative communication and technology acceptable. See pg. 19.)	

Administration and Scoring	
Setup	Identify times within the context of daily activities when the student is given opportunities to match one object to an identical object.
Generalization	Student must demonstrate this skill across 3 objects, 3 settings, and 3 people.
Instructions	Place 3 objects in front of the student and then present the student with an object that is identical to one of the 3 and say, "Match with the one that is the same."
Examples of Task	<ul style="list-style-type: none"> <li>Place a sock, shoe, and mitten in front of the student and present the student with another sock.</li> <li>Place a fork, spoon, and knife in front of the student and present the student with a fork.</li> </ul>
Scoring	Student puts the object next to the matching object or communicates which is the matching object. (Matches)
Use of Prompts	<i>No prompts are allowed.</i> Be careful not to use physical or verbal prompts to encourage student to match with the same items (for example, gesturing, looking, pointing).

Assessment Record

Area:	Math	Task Name:	Matches identical objects	M-018
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Student Information	
(To Be Completed by IEP Team in the Fall)	
Student Name	
Date IEP Team Selected Task	

Testing Results						
(To Be Completed During the Testing Period in the Spring)						
	Trial 1		Trial 2		Trial 3	
Date						
Object						
Setting						
Person						
Matches	Yes	No	Yes	No	Yes	No

Determination of Proficiency Level		
(To Be Completed During the Testing Period in the Spring)		
Check One	Proficiency Level	Criterion
	Level 4 - Substantial	3 correct trials: 3 objects, 3 people, 3 settings
	Level 3 - Sufficient	2 correct trials
	Level 2 - Partial	1 correct trial
	Level 1 - Minimal	No correct trials

## UAA Task Sheet

### Task Description

<b>Area</b>	Math
<b>Task Name</b>	Sorts objects (1 attribute) <b>M-019</b>
<b>Task Description</b>	Student sorts objects based on one shared attribute. (Alternative communication and technology acceptable. See pg. 19.)

### Administration and Scoring

<b>Setup</b>	Identify times within the context of daily activities when the student is given opportunities to sort objects based on 1 shared attribute. The set of items from which the student is pulling must include distracters as well as target items.
<b>Generalization</b>	Student must demonstrate this skill across 3 objects, 3 settings, and 3 people.
<b>Instructions</b>	Give the student an instruction that involves sorting (for example, "Put all the socks together").
<b>Examples of Task</b>	<ul style="list-style-type: none"> <li>Putting all the socks (may be different colors) together when sorting a load of laundry. The load of laundry must include other clothes in addition to socks.</li> <li>Putting all the spoons (may have different designs, different sizes) together when unloading the dishwasher. The dishwasher must have spoons and other silverware items.</li> </ul>
<b>Scoring</b>	Student sorts objects with one shared attribute. (Sorts)
<b>Use of Prompts</b>	<i>No prompts are allowed.</i> Be careful not to use physical or verbal prompts to encourage student to complete the task (for example, gesturing; looking; pointing toward same items).

## Assessment Record

<b>Area:</b>	Math	<b>Task Name:</b>	Sorts objects (1 attribute)	<b>M-019</b>
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### Student Information (To Be Completed by IEP Team in the Fall)

<b>Student Name</b>	
<b>Date IEP Team Selected Task</b>	

### Testing Results

(To Be Completed During the Testing Period in the Spring)

	Trial 1	Trial 2	Trial 3
Date			
Object			
Setting			
Person			
Sorts	Yes    No	Yes    No	Yes    No

### Determination of Proficiency Level

(To Be Completed During the Testing Period in the Spring)

Check One	Proficiency Level	Criterion
	Level 4 - Substantial	3 correct trials: 3 objects, 3 settings, and 3 people
	Level 3 - Sufficient	2 correct trials
	Level 2 - Partial	1 correct trial
	Level 1 - Minimal	No correct trials

## UAA Task Sheet

Task Description		
Area	Math	
Task Name	Sorts objects (2 or more attributes)	M-020
Task Description	Student sorts objects based on 2 or more attributes. (Alternative communication and technology acceptable. See pg. 19.)	

Administration and Scoring	
Setup	Identify times within the context of daily activities when the student is given opportunities to sort objects based on 2 or more attributes.
Generalization	Student must demonstrate this skill across 3 objects, 3 settings, and 3 people.
Instructions	Give the student an instruction that involves sorting (for example, "Put all the white socks with blue stripes into one pile").
Examples of Task	<ul style="list-style-type: none"> <li>• Sorting all the white socks with blue stripes from a load of socks from the laundry.</li> <li>• Sorting all the small spoons when unloading the dishwasher.</li> <li>• Putting all the cans of corn together when putting away groceries.</li> </ul>
Scoring	Student will sort objects with 2 or more like attributes. (Sorts)
Use of Prompts	<i>No prompts are allowed.</i> Be careful not to use physical or verbal prompts to encourage student to sort by like attributes (for example, gesturing looking, or pointing toward same items).

## Assessment Record

<b>Area:</b>	Math	<b>Task Name:</b>	Sorts objects (2 or more attributes)	<b>M-020</b>
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### Student Information (To Be Completed by IEP Team in the Fall)

<b>Student Name</b>	
<b>Date IEP Team Selected Task</b>	

### Testing Results

(To Be Completed During the Testing Period in the Spring)

	Trial 1	Trial 2	Trial 3
Date			
Objects			
Settings			
People			
Sorts	Yes    No	Yes    No	Yes    No

### Determination of Proficiency Level

(To Be Completed During the Testing Period in the Spring)

Check One	Proficiency Level	Criterion
	Level 4 - Substantial	3 correct trials: 3 objects, 3 settings, 3 people
	Level 3 - Sufficient	2 correct trials
	Level 2 - Partial	1 correct trial
	Level 1 - Minimal	No correct trials

## UAA Task Sheet

### Task Description

<b>Area</b>	Math
<b>Task Name</b>	Distributes objects with 1:1 correspondence <b>M-021</b>
<b>Task Description</b>	Student distributes objects using 1:1 correspondence across a variety of settings and for a variety of people. (Alternative communication and technology acceptable. See pg. 19.)

### Administration and Scoring

<b>Setup</b>	Identify times within the context of daily activities when the student is given opportunities to distribute objects with 1:1 correspondence (for example, setting the table for snack, passing out materials for art).
<b>Generalization</b>	This skill must be demonstrated across 3 types of objects, 3 settings, and 3 people.
<b>Instructions</b>	Tell the student to distribute objects using 1:1 correspondence. Specific wording should match the context.
<b>Examples of Task</b>	<ul style="list-style-type: none"> <li>• "Give one _____ to each person."</li> <li>• "Put one _____ on each desk."</li> <li>• "Put one _____ on each plate."</li> </ul>
<b>Scoring</b>	Student independently distributes objects with 1:1 correspondence. (Distributes)
<b>Use of Prompts</b>	<i>No prompts are allowed.</i> Be careful not to use physical or verbal prompts to assist the student in distributing the objects (for example, pointing; saying, "Are you sure everyone got one?")



## Assessment Record

<b>Area:</b>	Math	<b>Task Name:</b>	Distributes objects with 1:1 correspondence	<b>M-021</b>
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### Student Information (To Be Completed by IEP Team in the Fall)

<b>Student Name</b>	
<b>Date IEP Team Selected Task</b>	

### Testing Results

(To Be Completed During the Testing Period in the Spring)

	Trial 1	Trial 2	Trial 3
Date			
Object			
Setting			
Person			
Distributes	Yes    No	Yes    No	Yes    No

### Determination of Proficiency Level

(To Be Completed During the Testing Period in the Spring)

Check One	Proficiency Level	Criterion
	Level 4 - Substantial	3 correct trials: 3 objects, 3 settings, 3 people
	Level 3 - Sufficient	2 correct trials
	Level 2 - Partial	1 correct trial
	Level 1 - Minimal	No correct trials

## UAA Task Sheet

Task Description	
Area	Math
Task Name	Duplicates pattern from model <b>M-022</b>
Task Description	Student duplicates (or reproduces) patterns from a model using a variety of materials. (Alternative communication and technology acceptable. See pg. 19.)

Administration and Scoring	
Setup	Identify times within the context of daily activities when the student is given opportunities duplicate patterns from a model (i.e., make pattern to match original or example).
Generalization	The student must demonstrate the skill across 3 patterns and 3 types of materials.
Instructions	Upon request, the student must independently manipulate objects to create a pattern that matches the model/example.
Examples of Task	<ul style="list-style-type: none"> <li>Arranging settings at the snack table (for example, carrots on napkin with cup of juice to the left of the napkin) using a model.</li> <li>Stringing a necklace to match one already made (for example, blue cube bead–red sphere bead–red cylindrical bead . . .).</li> </ul>
Scoring	Student independently manipulates objects to duplicate a pattern from a model. (Duplicates).
Use of Prompts	<i>No prompts are allowed.</i> Be careful not to use physical or verbal prompts to encourage the student to complete the task (for example, pointing to the next item; blocking incorrect choices; asking, “Are you sure that comes next?”).

Assessment Record

Area:	Math	Task Name:	Duplicates pattern from model	M-022
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Student Information	
(To Be Completed by IEP Team in the Fall)	
Student Name	
Date IEP Team Selected Task	

Testing Results						
(To Be Completed During the Testing Period in the Spring)						
	Trial 1		Trial 2		Trial 3	
Date						
Pattern						
Material						
Duplicates	Yes	No	Yes	No	Yes	No

Determination of Proficiency Level		
(To Be Completed During the Testing Period in the Spring)		
Check One	Proficiency Level	Criterion
	Level 4 - Substantial	3 correct trials: 3 patterns, 3 materials
	Level 3 - Sufficient	2 correct trials
	Level 2 - Partial	1 correct trial
	Level 1 - Minimal	No correct trials

Operations

## UAA Task Sheet

### Task Description

<b>Area</b>	Math
<b>Task Name</b>	Completes math problems with addition—symbolic form <b>M-023</b>
<b>Task Description</b>	Student completes single-digit addition problems written in symbolic form (for example, $5 + 3 = \underline{\quad}$ ), with sums up to 10. (Alternative communication and technology acceptable. See pg. 19.)

### Administration and Scoring

<b>Setup</b>	Create times when the student is given opportunities to complete addition problems in symbolic form (for example, $4 + 3 = 7$ , $5 + 5 = 10$ ; sums to 10). Problems can be written horizontally or vertically, but they must be in random order.
<b>Generalization</b>	Student must demonstrate this skill across 3 worksheets consisting of 10 different single-digit addition problems with sums to 10. In all, the student completes 30 <i>different</i> problems.
<b>Instructions</b>	Present the student with a worksheet of 10 addition problems and say, "Please complete these addition problems."
<b>Scoring</b>	Student writes correct answer. (Correct)
<b>Use of Prompts</b>	<i>No prompts are allowed.</i> Be careful not to use physical or verbal prompts to assist the student in completing the math problems (for example, pointing to the numbers the student must add; reminding the student of strategies to use).

## Assessment Record

**Area:** Math **Task Name:** Completes addition problems—symbolic form **M-023**

### Student Information

(To Be Completed by IEP Team in the Fall)

**Student Name**

**Date IEP Team Selected Task**

### Testing Results

(To Be Completed During the Testing Period in the Spring)

	Trial 1	Trial 2	Trial 3
<b>Date</b>			
<b>Item 1</b>	Yes No	Yes No	Yes No
<b>Item 2</b>	Yes No	Yes No	Yes No
<b>Item 3</b>	Yes No	Yes No	Yes No
<b>Item 4</b>	Yes No	Yes No	Yes No
<b>Item 5</b>	Yes No	Yes No	Yes No
<b>Item 6</b>	Yes No	Yes No	Yes No
<b>Item 7</b>	Yes No	Yes No	Yes No
<b>Item 8</b>	Yes No	Yes No	Yes No
<b>Item 9</b>	Yes No	Yes No	Yes No
<b>Item 10</b>	Yes No	Yes No	Yes No
<b>Number Correct</b>	/30		

### Determination of Proficiency Level

(To Be Completed During the Testing Period in the Spring)

Check One	Proficiency Level	Criterion
	Level 4 - Substantial	28-30 correct trials
	Level 3 - Sufficient	25-27 correct trials
	Level 2 - Partial	20-24 correct trial
	Level 1 - Minimal	Less than 20 correct trials

## UAA Task Sheet

### Task Description

<b>Area</b>	Math
<b>Task Name</b>	Completes addition problems – authentic <b>M-024</b>
<b>Task Description</b>	Student completes authentic addition problems with sums up to 10. To be authentic, problems must be encountered in a “natural context.” (Alternative communication and technology acceptable. See pg. 19.)

### Administration and Scoring

<b>Setup</b>	Identify times within the context of daily activities when the student is given opportunities to complete authentic addition problems. Written math problems and story problems that do not relate to the immediate situation do not fulfill this task's requirements.
<b>Generalization</b>	Student must demonstrate this skill across 3 authentic addition problems, 3 people, and 3 settings.
<b>Instructions</b>	Present the student with an addition problem in a situation that makes the problem relevant (for example, “You earned 7 tokens this morning and 11 tokens this afternoon. How many tokens did you earn today?”).
<b>Examples of Task</b>	<p>“Please get 4 cartons of white milk and 5 cartons of chocolate milk. How many cartons do you need to get?”</p> <p>“Please get 3 books for this table and 4 books for that table. How many books do you need to get?”</p>
<b>Scoring</b>	Student communicates the correct answer to the authentic addition problem. (Correct)
<b>Use of Prompts</b>	<i>No prompts are allowed.</i> Be careful not to use physical or verbal prompts to assist the student (for example, counting aloud with the student; pointing to numbers as the student adds).

## Assessment Record

<b>Area:</b>	Math	<b>Task Name:</b>	Completes addition problems – authentic	<b>M-024</b>
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### Student Information (To Be Completed by IEP Team in the Fall)

<b>Student Name</b>	
<b>Date IEP Team Selected Task</b>	

### Testing Results

(To Be Completed During the Testing Period in the Spring)

	Trial 1	Trial 2	Trial 3
Date			
Authentic Problem			
Person			
Setting			
Correct	Yes    No	Yes    No	Yes    No

### Determination of Proficiency Level

(To Be Completed During the Testing Period in the Spring)

Check One	Proficiency Level	Criterion
<input type="checkbox"/>	Level 4 - Substantial	3 correct trials: 3 problems, 3 people, and 3 settings
<input type="checkbox"/>	Level 3 - Sufficient	2 correct trials
<input type="checkbox"/>	Level 2 - Partial	1 correct trial
<input type="checkbox"/>	Level 1 - Minimal	No correct trials



## UAA Task Sheet

### Task Description

<b>Area</b>	Math
<b>Task Name</b>	Completes math problems with subtraction–symbolic form <b>M-025</b>
<b>Task Description</b>	Student completes at least 10 subtraction problems written in symbolic form (for example, $8 - 3 = \underline{\quad}$ ), subtracting <i>from</i> a value of 10 or less, with at least 90% accuracy. The set of problems includes at least one item in which the student subtracts from each number 1-10. Answers should vary between 0 and 9. (Alternative communication and technology acceptable. See pg. 19.)

### Administration and Scoring

<b>Setup</b>	Create times when the student is given opportunities to complete subtraction problems in symbolic form.
<b>Generalization</b>	Student must demonstrate this skill across 3 worksheets consisting of at least 10 different subtraction problems.
<b>Instructions</b>	Present the student with a worksheet of 10 subtraction problems and say, "Please complete these subtraction problems."
<b>Examples of Task</b>	Note that all numbers 1 – 10 should appear as the first number in a problem. Second numbers and answers vary. Order of problems is random. Problems may be presented in vertical or horizontal form. In all, the student completes 30 <i>different</i> problems.
<b>Scoring</b>	Student correctly completes 90% of subtraction problems written in symbolic form. (90% Correct)
<b>Use of Prompts</b>	<i>No prompts are allowed.</i> Be careful not to use physical or verbal prompts to assist the student in completing the math problems (for example, pointing to the number the student must subtract; reminding the student of strategies to use).

## Assessment Record

**Area:**

Math

**Task Name:**

Completes math problems with subtraction—symbolic form

**M-025**

### Student Information

(To Be Completed by IEP Team in the Fall)

**Student Name****Date IEP Team Selected Task**

### Testing Results

(To Be Completed During the Testing Period in the Spring)

	Trial 1		Trial 2		Trial 3	
Date						
Item 1	Yes	No	Yes	No	Yes	No
Item 2	Yes	No	Yes	No	Yes	No
Item 3	Yes	No	Yes	No	Yes	No
Item 4	Yes	No	Yes	No	Yes	No
Item 5	Yes	No	Yes	No	Yes	No
Item 6	Yes	No	Yes	No	Yes	No
Item 7	Yes	No	Yes	No	Yes	No
Item 8	Yes	No	Yes	No	Yes	No
Item 9	Yes	No	Yes	No	Yes	No
Item 10	Yes	No	Yes	No	Yes	No
Number Correct	/30					

### Determination of Proficiency Level

(To Be Completed During the Testing Period in the Spring)

Check One	Proficiency Level	Criterion
	Level 4 - Substantial	28-30 correct trials
	Level 3 - Sufficient	25-27 correct trials
	Level 2 - Partial	20-24 correct trial
	Level 1 - Minimal	Less than 20 correct trials

## UAA Task Sheet

### Task Description

<b>Area</b>	Math
<b>Task Name</b>	Completes subtraction problems – authentic <b>M-026</b>
<b>Task Description</b>	Student determines “how many left” by subtracting from a total of 10 or fewer to complete authentic math problems. To be authentic, problems must be encountered in a “natural context.” (Alternative communication and technology acceptable. See pg. 19.)

### Administration and Scoring

<b>Setup</b>	Identify times within the context of daily activities when the student is given opportunities to complete authentic subtraction problems.
<b>Generalization</b>	Student must demonstrate this skill across authentic subtraction problems, 3 people, and 3 settings.
<b>Instructions</b>	Present the student with an authentic subtraction problem (for example, “There are 8 paint dishes and we are already using 5”), and then ask, “How many are left?”
<b>Examples of Task</b>	<ul style="list-style-type: none"> <li>• “We have 10 students in the class and 3 students went to Art. How many students are left?”</li> <li>• “I have 6 pencils and 3 students borrow pencils. How many do I have left?”</li> <li>• “There are 10 tables in the cafeteria and 7 are cleared and washed. How many tables are left to clean?”</li> </ul>
<b>Scoring</b>	Student communicates the correct answer to the authentic subtraction problem. (Correct)
<b>Use of Prompts</b>	<i>No prompts are allowed.</i> Be careful not to use physical or verbal prompts to assist the student (for example, counting aloud with the student; pointing to objects as the student counts).

## Assessment Record

<b>Area:</b>	Math	<b>Task Name:</b>	Completes subtraction problems – authentic	<b>M-026</b>
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### Student Information (To Be Completed by IEP Team in the Fall)

<b>Student Name</b>	
<b>Date IEP Team Selected Task</b>	

### Testing Results

(To Be Completed During the Testing Period in the Spring)

	Trial 1	Trial 2	Trial 3
Date			
Authentic Problem			
Person			
Setting			
Correct	Yes    No	Yes    No	Yes    No

### Determination of Proficiency Level

(To Be Completed During the Testing Period in the Spring)

Check One	Proficiency Level	Criterion
	Level 4 - Substantial	3 correct trials: 3 problems, 3 settings, 3 people
	Level 3 - Sufficient	2 correct trials
	Level 2 - Partial	1 correct trial
	Level 1 - Minimal	No correct trials

Measurement

M-027 Compares amounts to determine more, less, or equal (sets up to 10)

## UAA Task Sheet

### Task Description

<b>Area</b>	Math
<b>Task Name</b>	Compares amounts to determine more, less, or equal (sets up to 10) <b>M-027</b>
<b>Task Description</b>	Given two amounts, student will indicate if one amount is more, one is less, or if they are equal. Amounts can be liquid in a container, sets of objects (of up to 10 objects), etc. (Alternative communication and technology acceptable. See pg. 19.)

### Administration and Scoring

<b>Setup</b>	Identify times within the context of daily activities when the student is given opportunities to compare amounts and determine if one is more, one is less, or if they are equal.
<b>Generalization</b>	This skill must be demonstrated for each comparison (more, less, equal), across three types of objects and 3 people.
<b>Instructions</b>	Present amounts, clearly indicate one of the amounts, and ask, "Is this one <i>more</i> , <i>less</i> , or <i>equal</i> to that?" May use language/terms consistent with prior instruction (for example, most, least, same).
<b>Examples of Task</b>	<ul style="list-style-type: none"> <li>Given tally marks to represent team scores (for example, kickball, you/me game), student will indicate whether the given team has more, less, or equal points.</li> <li>Hold up two bunches of bananas in the grocery store. Assistant asks, "Does this bunch (indicating one bunch) have more, less, or equal bananas?"</li> <li>Present numbers totaled for lunch count for school lunch and lunch from home, and ask, "Does the school lunch group have more, less, or an equal number of people?"</li> <li>Set out 2 sets of quarters for student to use in vending machine. Indicate one set and ask, "Does this pile have more, less, or an equal amount of quarters?"</li> </ul>
<b>Scoring</b>	Student indicates whether an amount is more, less, or equal compared to another amount. ( <u>Indicates</u> )
<b>Use of Prompts</b>	<i>No prompts are allowed.</i> Be careful to avoid verbal or physical assistance to encourage student to make accurate comparison (for example, blocking incorrect choice; looking toward correct option; repeating/rephrasing question; shaking/nodding head).

## Assessment Record

<b>Area:</b>	Math	<b>Task Name:</b>	Compares amounts to determine more, less, or equal (sets up to 10) <b>M-027</b>
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### Student Information

(To Be Completed by IEP Team in the Fall)

**Student Name**

**Date IEP Team Selected Task**

### Testing Results

(To Be Completed During the Testing Period in the Spring)

	Trial 1	Trial 2	Trial 3
<b>Date</b>			
<b>Person</b>			
<b>Object</b>			
<b>More*</b>	Yes No	Yes No	Yes No
<b>Less*</b>	Yes No	Yes No	Yes No
<b>Equal*</b>	Yes No	Yes No	Yes No
<b>Correct Responses</b>	/9		

\*Order of comparisons (more, less, equal) should be random.

### Determination of Proficiency Level

(To Be Completed During the Testing Period in the Spring)

Check One	Proficiency Level	Criterion
	Level 4 - Substantial	8-9 correct responses
	Level 3 - Sufficient	7 correct responses
	Level 2 - Partial	4-6 correct responses
	Level 1 - Minimal	Less than 4 correct responses

## UAA Task Sheet

Task Description	
Area	Math
Task Name	Responds to "take one/give one" <b>M-028</b>
Task Description	With several items available, requester asks student, "Give me one" or "Take one." Student responds by giving or taking one and only one of the items. (Alternative communication and technology acceptable. See pg. 19.)

Administration and Scoring	
Setup	Create times within the context of daily activities when the student is given opportunities to "take one" or "give one" item from a group of items.
Generalization	Student must demonstrate both "take one" and "give one" across 3 sets of items, 3 settings, and 3 people.
Instructions	Present the student with a group of items and say, "Take one" or "Give me one."
Examples of Task	<ul style="list-style-type: none"> <li>• Present the student with a bowl of small candy bars and say, "Take one."</li> <li>• Student is handing out cartons of milk at snack; say, "Give me one."</li> <li>• Point to the aprons on the shelf at worksite and say, "Take one."</li> </ul>
Scoring	Student gives/takes <b>one and only one</b> when offered several items. (Takes/gives one)
Use of Prompts	<i>No prompts are allowed.</i> Be careful to avoid physical or verbal prompts to encourage student to take one (for example, gesturing, nodding/shaking head, taking plate away to prevent taking more).



## Assessment Record

<b>Area:</b>	Math	<b>Task Name:</b>	Responds to "take one/give one"	<b>M-028</b>
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### Student Information (To Be Completed by IEP Team in the Fall)

<b>Student Name</b>	
<b>Date IEP Team Selected Task</b>	

### Testing Results

(To Be Completed During the Testing Period in the Spring)

	Trial 1	Trial 2	Trial 3
Date			
Person			
Object			
Take One	Yes    No	Yes    No	Yes    No
Object			
Give One	Yes    No	Yes    No	Yes    No
Correct Responses	/6		

### Determination of Proficiency Level

(To Be Completed During the Testing Period in the Spring)

Check One	Proficiency Level	Criterion
	Level 4 - Substantial	6 correct responses
	Level 3 - Sufficient	5 correct responses
	Level 2 - Partial	3 – 4 correct responses
	Level 1 - Minimal	Less than 3 correct responses

M-029 Responds to "take more," "take all," "give more," and "give all"

## UAA Task Sheet

### Task Description

<b>Area</b>	Math
<b>Task Name</b>	Responds to "take more," "take all," "give more," and "give all" <b>M-029</b>
<b>Task Description</b>	After student has given or taken one or more items from those available, ask student to "take more," "take all," "give more," or "give all." (Alternative communication and technology acceptable. See pg. 19.)

### Administration and Scoring

<b>Setup</b>	Create times within the context of daily activities when the student is given opportunities to "take more," "take all," "give more," or "give all" after having taken one or more items. Trials should be distributed across the day, not done in rapid succession.
<b>Generalization</b>	Student must demonstrate each of the four skills across 2 items, 2 settings, and 2 people.
<b>Instructions</b>	Tell student, "Take more," "Take all," "Give more," or "Give all." Variations in exact wording are acceptable.
<b>Examples of Task</b>	<ul style="list-style-type: none"> <li>• Student is helping to carry library books back to the classroom and picks up only two. Student is told, "Take them all."</li> <li>• Student is offered snacks from a plate and takes only one; tell student, "Take some more."</li> <li>• Student is setting up a board game; point to blue pieces and tell student, "Give me all."</li> <li>• In cooking class, student gives a few carrots to teacher. Teacher says, "Give me more."</li> </ul>
<b>Scoring</b>	Student responds to "take more/all" "give more/all" by taking more/all or giving more/all of the items. (Takes more/all, Gives more/all)
<b>Use of Prompts</b>	<i>No prompts are allowed.</i> Be careful to avoid physical or verbal prompts to encourage student to take more (for example, gesturing, nodding/shaking head, looking pointedly at items until student takes all).

## Assessment Record

<b>Area:</b>	Math	<b>Task Name:</b>	Responds to "take more," "take all," "give more," and "give all" <b>M-029</b>
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### Student Information

(To Be Completed by IEP Team in the Fall)

<b>Student Name</b>	
<b>Date IEP Team Selected Task</b>	

### Testing Results

(To Be Completed During the Testing Period in the Spring)

	<b>Trial 1</b>	<b>Trial 2</b>
<b>Date</b>		
<b>Person</b>		
<b>Object</b>		
<b>Take More</b>	Yes    No	Yes    No
<b>Object</b>		
<b>Take All</b>	Yes    No	Yes    No
<b>Object</b>		
<b>Give More</b>	Yes    No	Yes    No
<b>Object</b>		
<b>Give All</b>	Yes    No	Yes    No
<b>Correct Responses</b>	/8	

### Determination of Proficiency Level

(To Be Completed During the Testing Period in the Spring)

<b>Check One</b>	<b>Proficiency Level</b>	<b>Criterion</b>
	Level 4 - Substantial	7 – 8 correct responses
	Level 3 - Sufficient	6 correct responses
	Level 2 - Partial	4 – 5 correct responses
	Level 1 - Minimal	Less than 4 correct responses

## UAA Task Sheet

### Task Description

<b>Area</b>	Math
<b>Task Name</b>	Responds to 5 simple measurement descriptors <b>M-030</b>
<b>Task Description</b>	Student responds to 5 simple measurement descriptors (for example, long, short, all day, about an hour, night, morning, afternoon, evening, big, little, empty, full, hot, cold, warm, cool, etc.). (Alternative communication and technology acceptable. See pg. 19.)

### Administration and Scoring

<b>Setup</b>	Identify times within the context of daily activities when the student is given opportunities to respond to measurement descriptors (for example, near, little, cold).
<b>Generalization</b>	Student must respond to all 5 descriptors in 3 settings and with 3 people.
<b>Instructions</b>	Present the student with instructions that include measurement descriptors (for example, "Bring me the empty pitcher. Put the full pitcher in the refrigerator").
<b>Examples of Task</b>	<ul style="list-style-type: none"> <li>Teacher asks student to bring the empty pitcher.</li> <li>Assistant asks the student to put the big plates on the table.</li> </ul>
<b>Scoring</b>	Student correctly responds to descriptors. (Responds)
<b>Use of Prompts</b>	<i>No prompts are allowed.</i> Be careful not to use physical or verbal prompts to assist the student to respond correctly (for example, looking toward the item you want or the place it should go; saying, "Are you sure that is a big plate?").

## Assessment Record

**Area:** Math **Task Name:** Responds to 5 simple measurement descriptors **M-030**

### Student Information (To Be Completed by IEP Team in the Fall)

**Student Name**

**Date IEP Team Selected Task**

### Testing Results (To Be Completed During the Testing Period in the Spring)

		Trial 1	Trial 2	Trial 3
<b>Date</b>				
<b>Setting</b>				
<b>Person</b>				
<b>Descriptor 1</b>	*	Yes No	Yes No	Yes No
<b>Descriptor 2</b>	*	Yes No	Yes No	Yes No
<b>Descriptor 3</b>	*	Yes No	Yes No	Yes No
<b>Descriptor 4</b>	*	Yes No	Yes No	Yes No
<b>Descriptor 5</b>	*	Yes No	Yes No	Yes No
<b>Total Items Correct</b>		/15		

\*Enter descriptors to which student responds.

### Determination of Proficiency Level (To Be Completed During the Testing Period in the Spring)

Check One	Proficiency Level	Criterion
	Level 4 - Substantial	3 correct trials: 3 people, 3 settings
	Level 3 - Sufficient	2 correct trials
	Level 2 - Partial	1 correct trial
	Level 1 - Minimal	No correct trials

## UAA Task Sheet

### Task Description

<b>Area</b>	Math
<b>Task Name</b>	Uses 5 simple measurement descriptors <b>M-031</b>
<b>Task Description</b>	Student uses to 5 simple measurement descriptors (for example, long, short, all day, about an hour, night, morning, afternoon, evening, big, little, empty, full, hot, cold, warm, cool, etc.). (Alternative communication and technology acceptable. See pg. 19.)

### Administration and Scoring

<b>Setup</b>	Identify times within the context of daily when the student is given opportunities to use measurement descriptors (for example, little, cold).
<b>Generalization</b>	Student must use all 5 descriptors in 3 settings and with 3 people.
<b>Instructions</b>	Ask the student questions which require using measurement descriptors to answer (for example, "How much water is in the pitcher?" or "When are you going for a walk?").
<b>Examples of Task</b>	<ul style="list-style-type: none"> <li>At the pool, swimming teacher asks, "How is the water?" Student responds, "Cold!"</li> <li>Teacher asks, "Which jump rope do you want?" Student responds, "The long one."</li> </ul>
<b>Scoring</b>	Student correctly uses simple measurement descriptors. (Correct)
<b>Use of Prompts</b>	<i>No prompts are allowed.</i> Be careful not to use physical or verbal prompts to assist the student in completing this task (for example, pointing; saying, "Remember, we go to bed <i>after</i> we eat dinner").

## Assessment Record

<b>Area:</b>	Math	<b>Task Name:</b>	Uses 5 simple measurement descriptors	<b>M-031</b>
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### Student Information (To Be Completed by IEP Team in the Fall)

<b>Student Name</b>	
<b>Date IEP Team Selected Task</b>	

### Testing Results

(To Be Completed During the Testing Period in the Spring)

		Trial 1	Trial 2	Trial 3
<b>Date</b>				
<b>Setting</b>				
<b>Person</b>				
<b>Descriptor 1</b>	*	Yes No	Yes No	Yes No
<b>Descriptor 2</b>	*	Yes No	Yes No	Yes No
<b>Descriptor 3</b>	*	Yes No	Yes No	Yes No
<b>Descriptor 4</b>	*	Yes No	Yes No	Yes No
<b>Descriptor 5</b>	*	Yes No	Yes No	Yes No
<b>Total Items Correct</b>		/15		

\*Enter the descriptor that was used.

### Determination of Proficiency Level

(To Be Completed During the Testing Period in the Spring)

Check One	Proficiency Level	Criterion
	Level 4 - Substantial	14-15 correct items
	Level 3 - Sufficient	13 correct trials
	Level 2 - Partial	10-12 correct trial
	Level 1 - Minimal	Less than 10 correct trials

## UAA Task Sheet

Task Description	
Area	Math
Task Name	Measurement–Uses 5 ordinal measurement descriptors <b>M-032</b>
Task Description	<p>Student uses 5 ordinal measurement descriptors (for example, short, shorter, shortest; first, next, last; big, bigger, biggest; hot, hotter, hottest; dark, darker, darkest). In the fall when this task is selected, the IEP team selects 5 descriptors relevant to the individual student.</p> <p>(Alternative communication and technology acceptable. See pg. 19.)</p>

Administration and Scoring	
Setup	Identify times within the context of daily activities when the student is given opportunities to use measurement descriptors (for example, short, first, bigger).
Generalization	The student must use all 5 descriptors in 3 settings and with 3 people.
Instructions	Ask the student a question that requires using a measurement descriptor in response (for example, “Look at today’s schedule. What do you need to do first?”). All the descriptors do not need to be assessed at the same time. When the student looks at his/her schedule in the morning, you may ask, “What do you need to do first?” Later in the day the student could be asked, “What is next on your schedule?” or “What is the last thing on your schedule?”
Examples of Task	<ul style="list-style-type: none"> <li>What is the last thing on today’s schedule? “Get a reading book.”</li> <li>Temperature: What temperature do we use to wash white clothing? “Hot.”</li> <li>Show a bowl of appropriate size for the use. Do you want this bowl or a bigger one? “This one.”</li> </ul>
Scoring	Student uses measurement descriptor accurately. (Uses Accurate)
Use of Prompts	<i>No prompts are allowed.</i> Be careful not to use physical or verbal prompts to assist the student to use the descriptors accurately (for example, pointing longer toward the correct response on a schedule; saying, “Remember, you used the <i>bigger</i> bowl yesterday”).



## Assessment Record

<b>Area:</b>	Math	<b>Task Name:</b>	Uses 5 ordinal measurement descriptors	<b>M-032</b>
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### Student Information (To Be Completed by IEP Team in the Fall)

<b>Student Name</b>	
<b>Date IEP Team Selected Task</b>	

### Testing Results

(To Be Completed During the Testing Period in the Spring)

		Trial 1	Trial 2	Trial 3
<b>Date</b>				
<b>Setting</b>				
<b>Person</b>				
<b>Descriptor 1</b>	*	Yes No	Yes No	Yes No
<b>Descriptor 2</b>	*	Yes No	Yes No	Yes No
<b>Descriptor 3</b>	*	Yes No	Yes No	Yes No
<b>Descriptor 4</b>	*	Yes No	Yes No	Yes No
<b>Descriptor 5</b>	*	Yes No	Yes No	Yes No
<b>Number of Descriptors Used</b>		/15		

\*Enter the descriptor that was used.

### Determination of Proficiency Level (To Be Completed During the Testing Period in the Spring)

Check One	Proficiency Level	Criterion
<input type="checkbox"/>	Level 4 - Substantial	14-15 descriptors
<input type="checkbox"/>	Level 3 - Sufficient	13 descriptors
<input type="checkbox"/>	Level 2 - Partial	10-12 descriptors
<input type="checkbox"/>	Level 1 - Minimal	Fewer than 10 descriptors

## UAA Task Sheet

Task Description	
Area	Math
Task Name	Uses 10 ordinal measurement descriptors <b>M-033</b>
Task Description	<p>Student uses 10 ordinal measurement descriptors (for example, short, shorter, shortest; first, next, last; big, bigger, biggest; hot, hotter, hottest; small, smaller, smallest; thin, thinner, thinnest; fluffy, fluffier, fluffiest; heavy, heavier, heaviest; long, longer, longest). In the fall when this task is selected, the IEP team selects 10 descriptors relevant to the individual student.</p> <p>(Alternative communication and technology acceptable. See pg. 19.)</p>

Administration and Scoring	
Setup	Identify times within the context of daily activities when the student is given opportunities to use measurement descriptors (for example, short, first, bigger).
Generalization	The student must use all 10 descriptors in 3 settings and with 3 people.
Instructions	Ask the student a question that requires using a measurement descriptor in response (for example, "Look at today's schedule. What do you need to do first?"). All the descriptors do not need to be assessed at the same time. When the student looks at his/her schedule in the morning, you may ask, "What do you need to do first?" Later in the day the student could be asked, "What is next on your schedule?" or "What is the last thing on your schedule?"
Examples of Task	<ul style="list-style-type: none"> <li>Daily schedule: What is the last thing on today's schedule?</li> <li>Temperature: What temperature do we use to wash white clothing?</li> <li>Volume: Do you want this bowl or a bigger one?</li> </ul>
Scoring	Student uses measurement descriptor accurately. (Uses Accurate)
Use of Prompts	<i>No prompts</i> are allowed. Be careful not to use physical or verbal prompts to assist the student to use the descriptors accurately (for example, pointing longer toward the correct response on a schedule; saying, "Remember, you used the <i>bigger</i> bowl yesterday").

## Assessment Record

**Area:** Math **Task Name:** Uses 10 ordinal measurement descriptors

**M-033**

### Student Information

(To Be Completed by IEP Team in the Fall)

**Student Name**

**Date IEP Team Selected Task**

### Testing Results

(To Be Completed During the Testing Period in the Spring)

		Trial 1	Trial 2	Trial 3
<b>Date</b>				
<b>Setting</b>				
<b>Person</b>				
<b>Descriptor 1</b>	*	Yes No	Yes No	Yes No
<b>Descriptor 2</b>	*	Yes No	Yes No	Yes No
<b>Descriptor 3</b>	*	Yes No	Yes No	Yes No
<b>Descriptor 4</b>	*	Yes No	Yes No	Yes No
<b>Descriptor 5</b>	*	Yes No	Yes No	Yes No
<b>Descriptor 6</b>	*	Yes No	Yes No	Yes No
<b>Descriptor 7</b>	*	Yes No	Yes No	Yes No
<b>Descriptor 8</b>	*	Yes No	Yes No	Yes No
<b>Descriptor 9</b>	*	Yes No	Yes No	Yes No
<b>Descriptor 10</b>	*	Yes No	Yes No	Yes No
<b>Number of Descriptors Used</b>		/30		

\*Enter the term that was used.

### Determination of Proficiency Level

(To Be Completed During the Testing Period in the Spring)

Check One	Proficiency Level	Criterion
	Level 4 - Substantial	28-30 descriptors
	Level 3 - Sufficient	25-27 descriptors
	Level 2 - Partial	20-24 descriptors
	Level 1 - Minimal	Fewer than 20 descriptors

## UAA Task Sheet

### Task Description

<b>Area</b>	Math
<b>Task Name</b>	Uses 20 ordinal measurement descriptors <b>M-034</b>
<b>Task Description</b>	<p>Student uses 20 ordinal measurement descriptors (for example, short, shorter, shortest; first, next, last; big, bigger, biggest; hot, hotter, hottest). In the fall, when this task is selected, the IEP team selects 20 descriptors relevant to the individual student.</p> <p>(Alternative communication and technology acceptable. See pg. 19.)</p>

### Administration and Scoring

<b>Setup</b>	Identify times within the context of daily activities when the student is given opportunities to use measurement descriptors (for example, short, first, bigger).
<b>Generalization</b>	The student must use all 20 descriptors in 2 settings and with 2 people.
<b>Instructions</b>	Ask the student a question that requires using a measurement descriptor in response (for example, "Look at today's schedule. What do you need to do first?"). All the descriptors do not need to be assessed at the same time. When the student looks at his/her schedule in the morning, you may ask, "What do you need to do first?" Later in the day the student could be asked, "What is next on your schedule?" or "What is the last thing on your schedule?"
<b>Examples of Task</b>	<ul style="list-style-type: none"> <li>Daily schedule: What is the last thing on today's schedule?</li> <li>Temperature: What temperature do we use to wash white clothing?</li> <li>Volume: Do you want this bowl or a bigger one?</li> </ul>
<b>Scoring</b>	Student uses measurement descriptors accurately. (Accurate)
<b>Use of Prompts</b>	<i>No prompts are allowed.</i> Be careful not to use physical or verbal prompts to assist the student to use the descriptors accurately (for example, pointing longer toward the correct response on a schedule; saying, "Remember, you used the <i>bigger</i> bowl yesterday").

## Assessment Record

**Area:** Math **Task Name:** Uses 20 ordinal measurement descriptors

**M-034**

### Student Information (To Be Completed by IEP Team in the Fall)

**Student Name**

**Date IEP Team Selected Task**

### Testing Results

(To Be Completed During the Testing Period in the Spring)

		Trial 1	Trial 2				
Date							
Setting							
Person						Trial 1 cont.	Trial 2 cont.
1.		Yes No	Yes No	11.		Yes No	Yes No
2.		Yes No	Yes No	12.		Yes No	Yes No
3.		Yes No	Yes No	13.		Yes No	Yes No
4.		Yes No	Yes No	14.		Yes No	Yes No
5.		Yes No	Yes No	15.		Yes No	Yes No
6.		Yes No	Yes No	16.		Yes No	Yes No
7.		Yes No	Yes No	17.		Yes No	Yes No
8.		Yes No	Yes No	18.		Yes No	Yes No
9.		Yes No	Yes No	19.		Yes No	Yes No
10.		Yes No	Yes No	20.		Yes No	Yes No

**Correct Uses of Descriptors**

/40

\*Enter the descriptor to be used.

### Determination of Proficiency Level (To Be Completed During the Testing Period in the Spring)

Check One	Proficiency Level	Criterion
	Level 4 - Substantial	38-40 correct responses
	Level 3 - Sufficient	33-37 correct responses
	Level 2 - Partial	28-32 correct responses
	Level 1 - Minimal	Less than 28 correct responses

## UAA Task Sheet

Task Description	
Area	Math
Task Name	Measures using whole containers <b>M-035</b>
Task Description	Student fills a container (for example, measuring cup) with an indicated substance. (Alternative communication and technology acceptable. See pg. 19.)

Administration and Scoring	
Setup	Identify times within the context of daily activities when the student will be given opportunities to measure using whole containers (for example, fill a measuring cup or a pitcher).
Generalization	The student must demonstrate this skill across 3 containers, 3 ingredients, and 3 people.
Instructions	Tell the student to fill the indicated container with the indicated substance. For example, hand the student a measuring cup and say, "Fill this cup with flour," or "Fill this cup with laundry detergent."
Examples of Task	<ul style="list-style-type: none"> <li>Filling a one-cup measuring cup with flour.</li> <li>Filling the laundry detergent cup to the top.</li> <li>Filling the water pitcher full of water.</li> </ul>
Scoring	Student measures correct volume. (Measures)
Use of Prompts	<i>No prompts</i> are allowed. Be careful not to use physical or verbal prompts to assist the student (for example, pointing/telling where to fill the cup to/when cup is full).

## Assessment Record

<b>Area:</b>	Math	<b>Task Name:</b>	Measures using whole containers	<b>M-035</b>
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### Student Information (To Be Completed by IEP Team in the Fall)

<b>Student Name</b>	
<b>Date IEP Team Selected Task</b>	

### Testing Results

(To Be Completed During the Testing Period in the Spring)

	Trial 1	Trial 2	Trial 3
Date			
Container			
Substance			
Person			
Measures	Yes    No	Yes    No	Yes    No

### Determination of Proficiency Level

(To Be Completed During the Testing Period in the Spring)

Check One	Proficiency Level	Criterion
	Level 4 - Substantial	3 correct trials: 3 containers, 3 ingredients, and 3 people
	Level 3 - Sufficient	2 correct trials
	Level 2 - Partial	1 correct trial
	Level 1 - Minimal	No correct trials

## UAA Task Sheet

### Task Description

<b>Area</b>	Math
<b>Task Name</b>	Measures volume using set of measuring spoons/dry measuring cups <b>M-036</b>
<b>Task Description</b>	Student fills the appropriate cup/spoon with the requested dry ingredient and pours it into a larger container. (Alternative communication and technology acceptable. See pg. 19.)

### Administration and Scoring

<b>Setup</b>	Identify times within the context of daily activities when the student is given opportunities to measure dry ingredients using measuring spoons/cups.
<b>Generalization</b>	The student must demonstrate this skill using 3 different measuring cups (for example, 1 cup, $\frac{1}{2}$ cup, $\frac{1}{3}$ cup) and using 3 different spoons (for example, 1 tablespoon, 1 teaspoon, $\frac{1}{2}$ teaspoon).
<b>Instructions</b>	Ask the student to measure a dry ingredient and put it in a container. For example, "Add 1 cup of sugar now. Next you need to add 1 teaspoon of salt."
<b>Examples of Task</b>	<ul style="list-style-type: none"> <li>Teacher says, "Measure <math>\frac{1}{3}</math> cup of flour and dump it in the mixing bowl." Student does so.</li> <li>Parent says, "Next you need to add 1 tablespoon of sugar to the lemonade." Student measures the sugar with appropriate spoon and adds it to a pitcher of lemonade.</li> <li>Job coach instructs student, "Put 1 cup of detergent in the washing machine." Student measures with a cup and puts the detergent into the wash.</li> </ul>
<b>Scoring</b>	<p>Student independently:</p> <ol style="list-style-type: none"> <li>(1) Selects the correct measuring spoon/cup.</li> <li>(2) Fills selected spoon/cup with requested dry ingredient.</li> <li>(3) Pours ingredient into the indicated container.</li> </ol> <p>Student must scoop the ingredient and level it by using a utensil or shaking the cup/spoon (i.e., the ingredient should not be mounded over the cup or filled too shallowly). (Select spoon or cup, fill, and pour)</p>
<b>Use of Prompts</b>	<i>No prompts are allowed.</i> Be careful not to use physical or verbal prompts that assist the student in selecting the correct spoon/cup (for example, pointing; asking, "Do you want this spoon?"; saying, "Shake the cup now").



## Assessment Record

<b>Area:</b>	Math	<b>Task Name:</b>	Measures volume using set of measuring spoons/dry measuring cups	<b>M-036</b>
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<b>Student Information</b> (To Be Completed by IEP Team in the Fall)	
<b>Student Name</b>	
<b>Date IEP Team Selected Task</b>	

<b>Testing Results</b> (To Be Completed During the Testing Period in the Spring)												
	Spoon 1		Spoon 2		Spoon 3		Cup 1		Cup 2		Cup 3	
<b>Date</b>												
<b>Amount</b>												
<b>Select, Fill, and Pour</b>	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No

<b>Determination of Proficiency Level</b> (To Be Completed During the Testing Period in the Spring)		
Check One	Proficiency Level	Criterion
	Level 4 - Substantial	6 correct trials: 3 correct spoons, 3 correct cups
	Level 3 - Sufficient	4 or 5 correct trials
	Level 2 - Partial	3 correct trials, at least 1 cup and 1 spoon
	Level 1 - Minimal	Less than 3 correct trials

M-037 Measures volume with liquid measuring cup.

## UAA Task Sheet

### Task Description

<b>Area</b>	Math
<b>Task Name</b>	Measures volume with liquid measuring cup <b>M-037</b>
<b>Task Description</b>	Student measures a specified volume using a liquid measuring cup. (Alternative communication and technology acceptable. See pg. 19.)

### Administration and Scoring

<b>Setup</b>	Identify times within the context of daily activities when the student is given opportunities to measure volume using a liquid measuring cup (for example, cooking class).
<b>Generalization</b>	Student must demonstrate this skill across 3 amounts and 3 people. The 3 different volumes should all be ones that are printed on the side of the measuring cup.
<b>Instructions</b>	Tell the student, "Please measure __ cup(s) of ____."
<b>Examples of Task</b>	<ul style="list-style-type: none"> <li>Teacher tells student, "Please measure 1 cup of oil and add it to the mix."</li> <li>Parent asks student, "Put <math>\frac{3}{4}</math> cup of milk into the glass."</li> <li>Job coach tells student, "Add <math>\frac{1}{2}</math> cup of dish soap to the sink."</li> </ul>
<b>Scoring</b>	Student accurately measures the requested amount of the liquid and pours the liquid into the indicated container. (Measures)
<b>Use of Prompts</b>	<i>No prompts are allowed.</i> Be careful not to use physical or verbal prompts to assist the student in completing the task (for example, pointing to correct mark; saying, "Add a little more").

## Assessment Record

<b>Area:</b>	Math	<b>Task Name:</b>	Measures volume with liquid measuring cup	<b>M-037</b>
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### Student Information (To Be Completed by IEP Team in the Fall)

<b>Student Name</b>	
<b>Date IEP Team Selected Task</b>	

### Testing Results

(To Be Completed During the Testing Period in the Spring)

	Trial 1	Trial 2	Trial 3
<b>Date</b>			
<b>Amount</b>			
<b>Person</b>			
<b>Measures</b>	Yes    No	Yes    No	Yes    No

### Determination of Proficiency Level

(To Be Completed During the Testing Period in the Spring)

Check One	Proficiency Level	Criterion
	Level 4 - Substantial	3 correct trials: 3 amounts, 3 people
	Level 3 - Sufficient	2 correct trials
	Level 2 - Partial	1 correct trial
	Level 1 - Minimal	No correct trials

## UAA Task Sheet

### Task Description

<b>Area</b>	Math
<b>Task Name</b>	Measures length using a ruler, tape, or yardstick <b>M-038</b>
<b>Task Description</b>	Student measures a specified length using a ruler, tape, or yardstick. (Alternative communication and technology acceptable. See pg. 19.)

### Administration and Scoring

<b>Setup</b>	Identify times within the context of daily activities when the student is given opportunities to measure length using a ruler, tape, or yardstick.
<b>Generalization</b>	Student must demonstrate this skill across 3 lengths and 3 people. The three different lengths should all be measured using the appropriate measuring tool (e.g., ruler to measure string for an art project and a tape to measure the distance between bases).
<b>Instructions</b>	Tell the student, "Please measure _____."
<b>Examples of Task</b>	<ul style="list-style-type: none"> <li>Teacher asks student, "Measure the distance for a basketball court foul line."</li> <li>Job coach tells student, "Measure 3 yards of fabric for a quilt."</li> </ul>
<b>Scoring</b>	Student accurately measures the requested length using the appropriate tool. (Measures)
<b>Use of Prompts</b>	<i>No prompts are allowed.</i> Be careful not to use physical or verbal prompts to assist the student in completing the task (e.g., "Use a tape to measure," "Measure to the end").

## Assessment Record

<b>Area:</b>	Math	<b>Task Name:</b>	Measures length using a ruler, tape, or yardstick	<b>M-038</b>
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### Student Information (To Be Completed by IEP Team in the Fall)

<b>Student Name</b>	
<b>Date IEP Team Selected Task</b>	

### Testing Results

(To Be Completed During the Testing Period in the Spring)

	Trial 1	Trial 2	Trial 3
Date			
Length			
Person			
Measures	Yes No	Yes No	Yes No

### Determination of Proficiency Level (To Be Completed During Testing Period in the Spring)

Check One	Proficiency Level	Criterion
	Level 4 - Substantial	3 correct trials: 3 lengths, 3 people
	Level 3 - Sufficient	2 correct trials
	Level 2 - Partial	1 correct trial
	Level 1 - Minimal	No correct trials

## UAA Task Sheet

Task Description		
Area	Math	
Task Name	Measures weight using a scale	M-039
Task Description	Student weighs a specified amount using a scale. (Alternative communication and technology acceptable. See pg. 19.)	

Administration and Scoring	
Setup	Identify times within the context of daily activities when the student is given opportunities to measure weight using a scale (for example, weighing food in cooking class).
Generalization	Student must demonstrate this skill across 3 weights and 3 ingredients.
Instructions	Tell the student, "Please measure 3 ounces of _____."
Examples of task	<ul style="list-style-type: none"> <li>• Measure 3 ounces of cheese while cooking.</li> <li>• Measure 8 ounces of pasta while cooking.</li> </ul>
Scoring	Student accurately weighs the requested amount. (Weighs)
Use of Prompts	<i>No prompts are allowed.</i> Be careful not to use physical or verbal prompts to assist the student in completing the task (e.g., pointing to correct mark; saying, "Add a little more").

## Assessment Record

<b>Area:</b>	Math	<b>Task Name:</b>	Measures weight using a scale	<b>M-039</b>
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### Student Information (To Be Completed by IEP Team in the Fall)

<b>Student Name</b>	
<b>Date IEP Team Selected Task</b>	

### Testing Results

(To Be Completed During the Testing Period in the Spring)

	Trial 1	Trial 2	Trial 3
Date			
Ingredient			
Weight			
Measures	Yes    No	Yes    No	Yes    No

### Determination of Proficiency Level (To Be Completed During Testing Period in the Spring)

Check One	Proficiency Level	Criterion
	Level 4 - Substantial	3 correct trials: 3 ingredients, 3 weights
	Level 3 - Sufficient	2 correct trials
	Level 2 - Partial	1 correct trial
	Level 1 - Minimal	No correct trials

Money



## UAA Task Sheet

### Task Description

<b>Area</b>	Math
<b>Task Name</b>	Identifies coins <b>M-040</b>
<b>Task Description</b>	Student identifies penny, nickel, dime, and quarter by name. (Alternative communication and technology acceptable. See pg. 19.)

### Administration and Scoring

<b>Setup</b>	Create times within the context of daily activities when the student is given the opportunity to identify coins by name.
<b>Generalization</b>	Each coin (penny, nickel, dime, and quarter) must be identified across 3 people and 3 settings.
<b>Instructions</b>	Hold up or give the student a coin, and ask, "What is this?"
<b>Examples of Task</b>	<ul style="list-style-type: none"> <li>Have student identify the change he got back from the bookstore.</li> <li>Student identifies the coins her parent sent to school for the school store.</li> </ul>
<b>Scoring</b>	Student identifies 4 coins (penny, nickel, dime, and quarter) by name. (Identifies) Note that all 4 coins must be identified correctly for the trial to be scored as "Yes."
<b>Use of Prompts</b>	<i>No prompts are allowed.</i> Be careful not to use physical or verbal prompts to assist the student in identifying the coin (for example, making /p/ sound for penny; saying "It is 5 cents").

## Assessment Record

**Area:**

Math

**Task Name:**

Identifies coins

**M-040**

### Student Information

(To Be Completed by IEP Team in the Fall)

**Student Name****Date IEP Team Selected Task**

### Testing Results

(To Be Completed During the Testing Period in the Spring)

	Trial 1	Trial 2	Trial 3
<b>Date</b>			
<b>Person</b>			
<b>Setting</b>			
<b>Quarter</b>	Yes No	Yes No	Yes No
<b>Dime</b>	Yes No	Yes No	Yes No
<b>Nickel</b>	Yes No	Yes No	Yes No
<b>Penny</b>	Yes No	Yes No	Yes No
<b>All Coins Correct</b>	Yes No	Yes No	Yes No

### Determination of Proficiency Level

(To Be Completed During the Testing Period in the Spring)

Check One	Proficiency Level	Criterion
	Level 4 - Substantial	3 correct trials (all coins): 3 people, 3 settings
	Level 3 - Sufficient	2 correct trials (all coins)
	Level 2 - Partial	1 correct trial (all coins)
	Level 1 - Minimal	No correct trials

## UAA Task Sheet

### Task Description

<b>Area</b>	Math
<b>Task Name</b>	Counts coins to values up to \$1.00 <b>M-041</b>
<b>Task Description</b>	Student selects a combination of coins to equal the given value when told an amount of money up to \$1.00. (Alternative communication and technology acceptable. See pg. 19.)

### Administration and Scoring

<b>Setup</b>	Identify times within the context of daily activities the student is given opportunities to select a combination of coins to equal values up to \$1.00.
<b>Generalization</b>	The student must demonstrate this skill across 3 amounts, 3 settings, and 3 people.
<b>Instructions</b>	Tell the student, "Get out _____ to buy the _____," or "Find _____ to put in the machine for the _____."
<b>Examples of Task</b>	<ul style="list-style-type: none"> <li>A vending machine item is 65 cents. Teacher says, "Get out 65 cents." Student selects 2 quarters, one dime, and one nickel to buy the item (student may select any combination that equals 65 cents).</li> <li>Laundry is \$1.00. Mother says, "Please get me change for one dollar." Student selects 4 quarters to put in the machine.</li> </ul>
<b>Scoring</b>	Student accurately selects coins to match value. ( <u>Selects</u> )
<b>Use of Prompts</b>	<i>No prompts are allowed.</i> Be careful not to use physical or verbal prompts to assist the student in this task (for example, pointing at which coins to use; counting aloud with the student; saying, "You need ten cents more").

## Assessment Record

<b>Area:</b>	Math	<b>Task Name:</b>	Counts coins to values up to \$1.00	<b>M-041</b>
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### Student Information (To Be Completed by IEP Team in the Fall)

<b>Student Name</b>	
<b>Date IEP Team Selected Task</b>	

### Testing Results

(To Be Completed During the Testing Period in the Spring)

	Trial 1	Trial 2	Trial 3
Date			
Amount			
Setting			
Person			
Selects	Yes    No	Yes    No	Yes    No

### Determination of Proficiency Level

(To Be Completed During the Testing Period in the Spring)

Check One	Proficiency Level	Criterion
	Level 4 - Substantial	3 correct trials: 3 amounts, 3 people, 3 settings
	Level 3 - Sufficient	2 correct trials
	Level 2 - Partial	1 correct trial
	Level 1 - Minimal	No correct trials

M-042 Uses "dollar more" strategy (values to \$10.00) – using only one-dollar bills

## UAA Task Sheet

Task Description	
Area	Math
Task Name	Uses "dollar more" strategy (values to \$10.00) – using only one-dollar bills <b>M-042</b>
Task Description	Student hears* or sees* price in dollars and cents (up to \$10.00) and counts out bills (using only one-dollar bills) stopping at the <i>next</i> dollar above the specified price. (*Alternative communication and technology acceptable. See pg. 19.)

Administration and Scoring	
Setup	Identify times within the context of daily activities (for example, shopping, buying meal) when the student is giving opportunities to use the "dollar more" strategy – that is, opportunities to buy things that cost up to \$10.00.
Generalization	Student must demonstrate this skill across 3 different prices, 3 people, and 3 settings.
Instructions	Tell or show student amount of purchase total: "That will be \$8.54."
Examples of Task	<ul style="list-style-type: none"> <li>Clerk at a store says, "That will be \$7.35." Student counts out 8 one-dollar bills and gives them to the clerk.</li> <li>At the movie ticket counter, clerk says, "Two tickets will be \$9.50." Student counts out 10 one-dollar bills and gives them to the clerk.</li> </ul>
Scoring	Student selects bills that equal the next dollar above the value of the item. If the item costs an exact number of dollars (for example, \$4.00), the student should give exactly that amount – not a dollar more. ( <u>Gives dollar more</u> )
Use of Prompts	<i>No prompts are allowed.</i> Be careful not to use physical or verbal prompts to assist to give the correct amount (for example, saying, "Do you need one <i>more</i> dollar?", blocking the student from giving the money if he/she hasn't counted out enough bills yet).

## Assessment Record

<b>Area:</b>	Math	<b>Task Name:</b>	Uses "dollar more" strategy (values to \$10.00) – using only one-dollar bills	<b>M-042</b>
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### Student Information (To Be Completed by IEP Team in the Fall)

<b>Student Name</b>	
<b>Date IEP Team Selected Task</b>	

### Testing Results

(To Be Completed During the Testing Period in the Spring)

	Trial 1	Trial 2	Trial 3
<b>Date</b>			
<b>Price</b>			
<b>Person</b>			
<b>Setting</b>			
<b>Gives dollar more</b>	Yes    No	Yes    No	Yes    No

### Determination of Proficiency Level

(To Be Completed During the Testing Period in the Spring)

Check One	Proficiency Level	Criterion
	Level 4 - Substantial	3 correct trials: 3 prices, 3 people, 3 settings
	Level 3 - Sufficient	2 correct trials
	Level 2 - Partial	1 correct trial
	Level 1 - Minimal	no correct trials

M-043 Uses "dollar more" strategy (values \$10.00 to \$20.00) – using only one-dollar bills

## UAA Task Sheet

### Task Description

<b>Area</b>	Math
<b>Task Name</b>	Uses "dollar more" strategy (values \$10.00 to \$20.00) – using only one-dollar bills <b>M-043</b>
<b>Task Description</b>	Student hears* or sees* price in dollars and cents (\$10.00 to \$20.00) and counts out bills (using only one-dollar bills) stopping at the <i>next</i> dollar above the specified price. (*Alternative communication and technology acceptable. See pg. 19.)

### Administration and Scoring

<b>Setup</b>	Identify times within the context of daily activities (for example, shopping, buying meal) when the student is giving opportunities to use the "dollar more" strategy – that is, opportunities to buy things that cost up to \$20.00.
<b>Generalization</b>	Student must demonstrate this skill across 3 different prices, 3 people, and 3 settings.
<b>Instructions</b>	Tell or show student amount of purchase total: "That will be \$18.54."
<b>Examples of Task</b>	<ul style="list-style-type: none"> <li>Clerk at a store says, "That will be \$17.35." Student counts out 18 one-dollar bills and gives them to the clerk.</li> <li>At the movie ticket counter, clerk says, "Two tickets will be \$12.50." Student counts out 13 one-dollar bills and gives them to the clerk.</li> </ul>
<b>Scoring</b>	Student selects bills that equal the next dollar above the value of the item. If the item costs an exact number of dollars (for example, \$14.00), the student should give exactly that amount – not a dollar more. ( <i>Gives dollar more</i> )
<b>Use of Prompts</b>	<i>No prompts are allowed.</i> Be careful not to use physical or verbal prompts to assist to give the correct amount (for example, saying, "Do you need one <i>more</i> dollar?", blocking the student from giving the money if he/she hasn't counted out enough bills yet).

## Assessment Record

<b>Area:</b>	Math	<b>Task Name:</b>	Uses "dollar more" strategy (values \$10.00 to \$20.00) – using only one-dollar bills	<b>M-043</b>
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### Student Information (To Be Completed by IEP Team in the Fall)

<b>Student Name</b>	
<b>Date IEP Team Selected Task</b>	

### Testing Results

(To Be Completed During the Testing Period in the Spring)

	Trial 1	Trial 2	Trial 3
<b>Date</b>			
<b>Price</b>			
<b>Person</b>			
<b>Setting</b>			
<b>Gives dollar more</b>	Yes    No	Yes    No	Yes    No

### Determination of Proficiency Level

(To Be Completed During the Testing Period in the Spring)

Check One	Proficiency Level	Criterion
	Level 4 - Substantial	3 correct trials: 3 prices, 3 people, 3 settings
	Level 3 - Sufficient	2 correct trials
	Level 2 - Partial	1 correct trial
	Level 1 - Minimal	no correct trials



M-044 Uses bills of various denominations to make purchases (values \$20.00 to \$50.00)

## UAA Task Sheet

Task Description	
Area	Math
Task Name	Uses bills of various denominations to make purchases (values \$20.00 to \$50.00) <b>M-044</b>
Task Description	Student hears* or sees* price in dollars and cents (\$10.00 to \$50.00) and counts out bills (from an available set of bills) to find the smallest total that is equal to or greater than the price. For example, if the price is \$23.75 and the student has only \$5 bills and \$10 bills, he/she should give two tens and one five. (*Alternative communication and technology acceptable. See pg. 19.)

Administration and Scoring	
Setup	Identify times within the context of daily activities (for example, shopping, buying meal) when the student is giving opportunities to purchase items (\$10.00 to \$50.00) with bills of various denominations.
Generalization	Student must demonstrate this skill across 3 different prices, 3 people, and 3 settings.
Instructions	Tell or show student amount of purchase total: "That will be \$28.54."
Examples of Task	<ul style="list-style-type: none"> <li>Clerk at a store says, "That will be \$27.35." Student counts out \$28.00 using any combination of bills and gives them to the clerk.</li> <li>At the ticket counter, clerk says, "Three tickets will be \$21.75." Student counts out \$22.00 using any combination of bills and gives them to the clerk.</li> </ul>
Scoring	Student selects bills that equal the smallest possible value equal to or greater than the price. ( <u>Gives correct bills</u> )
Use of Prompts	<i>No prompts are allowed.</i> Be careful not to use physical or verbal prompts to assist to give the correct amount (for example, saying, "Do you need one <i>more</i> dollar?", blocking the student from giving the money if he/she hasn't counted out enough bills yet).

## Assessment Record

<b>Area:</b>	Math	<b>Task Name:</b>	Uses bills of various denominations to make purchases (values \$20.00 to \$50.00)	<b>M-044</b>
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### Student Information

(To Be Completed by IEP Team in the Fall)

**Student Name**

**Date IEP Team Selected Task**

### Testing Results

(To Be Completed During the Testing Period in the Spring)

	Trial 1	Trial 2	Trial 3
<b>Date</b>			
<b>Price</b>			
<b>Person</b>			
<b>Setting</b>			
<b>Gives dollar more</b>	Yes    No	Yes    No	Yes    No

### Determination of Proficiency Level

(To Be Completed During the Testing Period in the Spring)

Check One	Proficiency Level	Criterion
	Level 4 - Substantial	3 correct trials: 3 prices, 3 people, 3 settings
	Level 3 - Sufficient	2 correct trials
	Level 2 - Partial	1 correct trial
	Level 1 - Minimal	no correct trials

M-045 Exchanges paper money for different denominations (\$1, \$5, \$10, \$20)

## UAA Task Sheet

### Task Description

<b>Area</b>	Math
<b>Task Name</b>	Exchanges paper money for different denominations (\$1, \$5, \$10, \$20) <b>M-045</b>
<b>Task Description</b>	Student exchanges currency of different denominations (\$1, \$5, \$10, \$20) and receives the same amount of money, but in different bills (for example, teacher gives student a 5 dollar bill and student gives teacher 5 one-dollar bills). (Alternative communication and technology acceptable. See pg. 19.)

### Administration and Scoring

<b>Setup</b>	Identify times within the context of daily activities when the student is given opportunities to exchange currency for different denominations.
<b>Generalization</b>	The student must demonstrate this skill across 3 amounts and 3 people.
<b>Instructions</b>	Tell the student, "Here is a \$__ bill. Please change it for me."
<b>Examples of Task</b>	<ul style="list-style-type: none"> <li>Student is given a \$10 bill and a request for ones and a 5; in exchange student gives 10 ones or one 5 and 5 ones.</li> <li>Student is given a \$20 bill; in exchange student gives 2 \$10 bills or 4 \$5 bills.</li> </ul>
<b>Scoring</b>	Student gives currency of equal value. (Exchanges)
<b>Use of Prompts</b>	No prompts are allowed. Be careful not to use physical or verbal prompts to assist student (for example, pointing; looking; counting aloud with the student).

## Assessment Record

<b>Area:</b>	Math	<b>Task Name:</b>	Exchanges paper money for different denominations (\$1, \$5, \$10, \$20) <b>M-045</b>
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<b>Student Information</b> (To Be Completed by IEP Team in the Fall)	
<b>Student Name</b>	
<b>Date IEP Team Selected Task</b>	

<b>Testing Results</b> (To Be Completed During the Testing Period in the Spring)			
	Trial 1	Trial 2	Trial 3
<b>Date</b>			
<b>Amount</b>			
<b>Person</b>			
<b>Exchanges</b>	Yes    No	Yes    No	Yes    No

<b>Determination of Proficiency Level</b> (To Be Completed During the Testing Period in the Spring)		
Check One	Proficiency Level	Criterion
	Level 4 - Substantial	3 correct trials: 3 amounts, 3 people
	Level 3 - Sufficient	2 correct trials
	Level 2 - Partial	1 correct trial
	Level 1 - Minimal	No correct trials

Time

M-046 Relates activities to the appropriate time of day.

## UAA Task Sheet

Task Description	
Area	Math
Task Name	Relates activities to the appropriate time of day <b>M-046</b>
Task Description	Student indicates the part of the day in which an activity regularly occurs. Parts of the day include morning, afternoon, night, etc. (Alternative communication and technology acceptable. See pg. 19.)

Administration and Scoring	
Setup	Identify times within the context of daily activities when the student is given opportunities to indicate the part of the day in which an activity typically occurs.
Generalization	Student must demonstrate this skill across 3 activities (for example, bedtime, breakfast, going home from school), 3 times of day, and 3 people.
Instructions	Ask the student when an activity occurs. (For example, "When do you ____?")
Examples of Task	<ul style="list-style-type: none"> <li>• Tester asks, "When do you eat breakfast?" Student responds, "In the morning."</li> <li>• Tester asks, "When do you go to bed?" Student responds, "In the night."</li> <li>• Tester asks, "When do you work at your job?" Student responds, "In the afternoon."</li> </ul>
Scoring	Student indicates the appropriate part of day for the activity. (Indicates)
Use of Prompts	<i>No prompts are allowed.</i> Be careful not to use physical or verbal prompts to assist the student (for example, showing a picture of morning or night; saying, "It is the same as when we have breakfast").

## Assessment Record

<b>Area:</b>	Math	<b>Task Name:</b>	Relates activities to the appropriate time of day	<b>M-046</b>
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### Student Information

(To Be Completed by IEP Team in the Fall)

<b>Student Name</b>	
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<b>Date IEP Team Selected Task</b>	
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### Testing Results

(To Be Completed During the Testing Period in the Spring)

	Trial 1	Trial 2	Trial 3
<b>Date</b>			
<b>Activity</b>			
<b>Time of Day</b>			
<b>Person</b>			
<b>Indicates</b>	Yes    No	Yes    No	Yes    No

### Determination of Proficiency Level

(To Be Completed During the Testing Period in the Spring)

Check One	Proficiency Level	Criterion
	Level 4 - Substantial	3 correct trials: 3 activities/times, 3 people
	Level 3 - Sufficient	2 correct trials
	Level 2 - Partial	1 correct trial
	Level 1 - Minimal	No correct trials

## UAA Task Sheet

### Task Description

<b>Area</b>	Math
<b>Task Name</b>	Identifies activities from a daily schedule <b>M-047</b>
<b>Task Description</b>	Student identifies 3 activities from a personal daily schedule. (Alternative communication and technology acceptable. See pg. 19.)

### Administration and Scoring

<b>Setup</b>	Create times within the context of daily activities when the student is given the opportunity to identify activities from a daily schedule.
<b>Generalization</b>	Each activity must be identified across 3 people and 3 settings.
<b>Instructions</b>	Hold up the schedule board and say, "Show me _____?"
<b>Examples of task</b>	<ul style="list-style-type: none"> <li>• Have student identify lunch time on schedule.</li> <li>• Student identifies a preferred activity from schedule.</li> </ul>
<b>Scoring</b>	Student identifies 3 activities by indicating where each is on the schedule. ( <u>Identifies</u> ) Note that all 3 activities must be identified correctly for the trial to be scored as "Yes."
<b>Use of prompts</b>	<i>No prompts are allowed.</i> Be careful not to inadvertently use physical or verbal prompts to assist the student in identifying the activity (for example, saying, "Look here" or asking student, "Is it this one?" while pointing to activity).



## Assessment Record

<b>Area:</b>	Math	<b>Task Name:</b>	Identifies activities on schedule	<b>M-047</b>
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### Student Information (To Be Completed by IEP Team in the Fall)

<b>Student Name</b>	
<b>Date IEP Team Selected Task</b>	

### Testing Results

(To Be Completed During the Testing Period in the Spring)

		Trial 1	Trial 2	Trial 3
<b>Date</b>				
<b>Person</b>				
<b>Setting</b>				
<b>Activity 1</b>	*	Yes No	Yes No	Yes No
<b>Activity 2</b>	*	Yes No	Yes No	Yes No
<b>Activity 3</b>	*	Yes No	Yes No	Yes No
<b>All Items Correct</b>		Yes No	Yes No	Yes No

\*write in activities selected

### Determination of Proficiency Level (To Be Completed During Testing Period in the Spring)

Check One	Proficiency Level	Criterion
	Level 4 - Substantial	3 correct trials (all activities): 3 people, 3 settings
	Level 3 - Sufficient	2 correct trials (all activities)
	Level 2 - Partial	1 correct trial (all activities)
	Level 1 - Minimal	No correct trials

M-048 Follows a picture, object, or written schedule: Prompted

## UAA Task Sheet

Task Description	
Area	Math
Task Name	Follows a picture, object, or written schedule: Prompted <b>M-048</b>
Task Description	<p>Student uses object, picture and/or word cues on a schedule to complete a sequence of 4 activities in the specified order and at the specified times. The student need not create the schedule, only follow it. The student may rely on bells, timers, or other prompts to use the schedule.</p> <p>(Alternative communication and technology acceptable. See pg. 19.)</p>

Administration and Scoring	
Setup	<p>Identify times within the context of daily activities when the student is given opportunities to follow a schedule (for example, class routine, job routine).</p> <p>The teacher <b>may</b> provide bells, timers, or other means to prompt the student to consult the schedule. These prompts <b>may not</b> include directions regarding the next activity.</p>
Generalization	The student must demonstrate this skill across 3 sets of activities.
Instructions	Tell the student, "Follow this schedule now."
Examples of Task	<ul style="list-style-type: none"> <li>• Job site: 9:00 work; 10:30 break; 10:45 work; 12:00 lunch</li> <li>• Classroom: 9:00 calendar; 9:30 reading; 10:00 break; 10:30 music</li> <li>• Home: 6:00 dinner; 6:45 dishes; 7:15 TV; 9:00 bath</li> </ul>
Scoring	Student completes each item (at least 4 items) at designated time. ( <u>Completes</u> )
Use of Prompts	<p>The use of a bell or timer is allowed.</p> <p>Be careful to avoid physical or verbal prompts to assist the student in completing schedule (for example, "Look at your schedule. Now it is time to go outside").</p>

## Assessment Record

<b>Area:</b>	Math	<b>Task Name:</b>	Follows a picture, object, or written schedule: Prompted <b>M-048</b>
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### Student Information

(To Be Completed by IEP Team in the Fall)

**Student Name**

**Date IEP Team Selected Task**

### Testing Results

(To Be Completed During the Testing Period in the Spring)

	Trial 1	Trial 2	Trial 3
<b>Date</b>			
<b>Schedule</b>	1.* 2. 3. 4.	1.* 2. 3. 4.	1.* 2. 3. 4.
<b>Completes</b>	Yes No	Yes No	Yes No

\*Enter the four activities on the schedule. Each schedule must be different.

### Determination of Proficiency Level

(To Be Completed During the Testing Period in the Spring)

Check One	Proficiency Level	Criterion
	Level 4 - Substantial	3 correct trials: 3 schedules
	Level 3 - Sufficient	2 correct trials
	Level 2 - Partial	1 correct trial
	Level 1 - Minimal	no correct trials

## UAA Task Sheet

Task Description	
Area	Math
Task Name	Follows a picture, object, or written schedule: Unprompted <b>M-049</b>
Task Description	<p>Student uses object, picture and/or word cues on a schedule to complete a sequence of 4 activities in the specified order and at the specified times. The student need not create the schedule, only follow it. The student <b>may not</b> rely on bells, timers, or other prompts to use the schedule.</p> <p>(Alternative communication and technology acceptable. See pg. 19.)</p>

Administration and Scoring	
Setup	Identify times within the context of daily activities when the student is given opportunities to follow a schedule (for example, class routine, job routine).
Generalization	The student must demonstrate this skill across 3 sets of activities.
Instructions	Tell the student, "Follow this schedule now."
Examples of Task	<ul style="list-style-type: none"> <li>• Job site: 9:00 work; 10:30 break; 10:45 work; 12:00 lunch</li> <li>• Classroom: 9:00 calendar; 9:30 reading; 10:00 break; 10:30 music</li> <li>• Home: 6:00 dinner; 6:45 dishes; 7:15 TV; 9:00 bath</li> </ul>
Scoring	Student completes each item (at least 4 items) at designated time. ( <u>Completes</u> )
Use of Prompts	<i>No prompts are allowed.</i> Be careful to avoid the use of a bell, timer or other prompts that the student should consult the schedule (for example, "Look at your schedule").

## Assessment Record

<b>Area:</b>	Math	<b>Task Name:</b>	Follows a picture, object, or written schedule: Unprompted <b>M-049</b>
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### Student Information

(To Be Completed by IEP Team in the Fall)

**Student Name**

**Date IEP Team Selected Task**

### Testing Results

(To Be Completed During the Testing Period in the Spring)

	Trial 1	Trial 2	Trial 3
<b>Date</b>			
<b>Schedule</b>	1.* 2. 3. 4.	1.* 2. 3. 4.	1.* 2. 3. 4.
<b>Completes</b>	Yes No	Yes No	Yes No

\*Enter the four activities on the schedule. Each schedule must be different.

### Determination of Proficiency Level

(To Be Completed During the Testing Period in the Spring)

Check One	Proficiency Level	Criterion
	Level 4 - Substantial	3 correct trials: 3 schedules
	Level 3 - Sufficient	2 correct trials
	Level 2 - Partial	1 correct trial
	Level 1 - Minimal	no correct trials

## UAA Task Sheet

Task Description	
Area	Math
Task Name	Sets and responds to timer <b>M-050</b>
Task Description	Student sets a timer for specified amount of time and responds appropriately when the timer rings. (Alternative communication and technology acceptable. See pg. 19.)

Administration and Scoring	
Setup	Identify times within the context of daily activities when the student is given opportunities to set and respond to a timer.
Generalization	Student must demonstrate this skill across 3 different durations, 3 activities and 3 people.
Instructions	Tell the student to set the timer for a specified period (for example, "Set the timer for a 10-minute break").
Examples of Task	<ul style="list-style-type: none"> <li>Student sets timer for a 10-minute break and responds by going back to work when the timer goes off.</li> <li>Student sets timer for 20 minutes to bake cookies and responds by taking the cookies out of the oven when the timer rings.</li> </ul>
Scoring	Student sets timer, then responds appropriately when it goes off. (Responds)
Use of Prompts	<i>No prompts are allowed.</i> Be careful not to use physical or verbal prompts to assist the student (for example, pointing to the timer when it is going off; saying, "What does that mean?" when the timer rings).

## Assessment Record

<b>Area:</b>	Math	<b>Task Name:</b>	Sets and responds to timer	<b>M-050</b>
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### Student Information (To Be Completed by IEP Team in the Fall)

<b>Student Name</b>	
<b>Date IEP Team Selected Task</b>	

### Testing Results

(To Be Completed During the Testing Period in the Spring)

	Trial 1	Trial 2	Trial 3
Date			
Activity			
Duration			
Person			
Responds	Yes    No	Yes    No	Yes    No

### Determination of Proficiency Level

(To Be Completed During the Testing Period in the Spring)

Check One	Proficiency Level	Criterion
	Level 4 - Substantial	3 correct trials: 3 activities, 3 people
	Level 3 - Sufficient	2 correct trials
	Level 2 - Partial	1 correct trial
	Level 1 - Minimal	No correct trials

## UAA Task Sheet

Task Description	
Area	Math
Task Name	Tells time – using a digital clock <b>M-051</b>
Task Description	Student says the time shown on a digital clock, using hour and minute (for example, 7 thirty-one). (Alternative communication and technology acceptable. See pg. 19.)

Administration and Scoring	
Setup	Identify times within the context of daily activities when the student is given opportunities to tell time using a digital clock.
Generalization	Student must demonstrate this skill across 3 times, 3 settings, and 3 people.
Instructions	Ask the student, "What time is it?"
Examples of Task	<ul style="list-style-type: none"> <li>Teacher asks student what time it is and student looks at a digital clock and says the correct time.</li> <li>Peer asks student what time it is. The student looks at his digital watch and tells peer the correct time.</li> </ul>
Scoring	Student gives the correct time using a digital clock. To be correct, the student must communicate the current hour and minutes after the hour (for example, "7 thirty-one"). If the student gives only the hour and it is currently some minutes after the hour, the trial should be scored as "No." (Tells time)
Use of Prompts	<i>No prompts are allowed.</i> Be careful not to use physical or verbal prompts to assist the student (for example, covering part of the clock to focus the student's attention; saying, "What hour is it?").



## Assessment Record

<b>Area:</b>	Math	<b>Task Name:</b>	Tells time – using a digital clock	<b>M-051</b>
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### Student Information (To Be Completed by IEP Team in the Fall)

<b>Student Name</b>	
<b>Date IEP Team Selected Task</b>	

### Testing Results

(To Be Completed During the Testing Period in the Spring)

	Trial 1	Trial 2	Trial 3
Date			
Time			
Setting			
Person			
Tells Time	Yes    No	Yes    No	Yes    No

### Determination of Proficiency Level

(To Be Completed During the Testing Period in the Spring)

Check One	Proficiency Level	Criterion
	Level 4 - Substantial	3 correct trials: 3 times, 3 people, 3 settings
	Level 3 - Sufficient	2 correct trials
	Level 2 - Partial	1 correct trial
	Level 1 - Minimal	No correct trials

M-052 Tells time – using analog clock (accurate to within 5 minutes)

## UAA Task Sheet

### Task Description

<b>Area</b>	Math
<b>Task Name</b>	Tells time – using analog clock (accurate to within 5 minutes) <b>M-052</b>
<b>Task Description</b>	Student says the time shown on an analog clock. Stated time must be within 5 minutes of time shown. For example, if the clock reads 9:14, the student may respond 9:10, 9:14, or 9:15. (Alternative communication and technology acceptable. See pg. 19.)

### Administration and Scoring

<b>Setup</b>	Identify times within the context of daily activities when the student is given opportunities to read time on an analog clock.
<b>Generalization</b>	Student must demonstrate this skill across 3 times, 3 clocks, and 3 people.
<b>Instructions</b>	Ask student, "What time is it?"
<b>Examples of Task</b>	<ul style="list-style-type: none"> <li>Classroom clock reads 2:53, and student says, "2:55."</li> <li>Clock at worksite reads 11:24, and student says, "11:20."</li> <li>Clock in cafeteria reads 1:38, and student says, "1:38."</li> </ul>
<b>Scoring</b>	Student accurately reads time to within 5 minutes on analog clock. ( <u>Tells time</u> )
<b>Use of Prompts</b>	<i>No prompts are allowed.</i> Be careful to avoid verbal or physical prompts to assist the student in reading an analogue clock correctly (for example, saying, "Look at the short hand first"; hinting, "It's time for lunch. What time does the clock say?"; pointing to the clock hand that needs to be read).

## Assessment Record

<b>Area:</b>	Math	<b>Task Name:</b>	Tells time – using analog clock (accurate to within 5 minutes) <b>M-052</b>
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### Student Information

(To Be Completed by IEP Team in the Fall)

**Student Name**

**Date IEP Team Selected Task**

### Testing Results

(To Be Completed During the Testing Period in the Spring)

	Trial 1	Trial 2	Trial 3
<b>Date</b>			
<b>Time on Clock</b>			
<b>Person</b>			
<b>Setting</b>			
<b>Tells Time</b>	Yes No	Yes No	Yes No

### Determination of Proficiency Level

(To Be Completed During the Testing Period in the Spring)

Check One	Proficiency Level	Criterion
	Level 4 - Substantial	3 correct trials: 3 times, 3 people, 3 clocks (settings)
	Level 3 - Sufficient	2 correct trials
	Level 2 - Partial	1 correct trial
	Level 1 - Minimal	no correct trials

M-053 Uses a time clock and/or completes time card

## UAA Task Sheet

Task Description	
Area	Math
Task Name	Uses a time clock and/or completes time card <b>M-053</b>
Task Description	Student uses a time clock to punch in for work or completes a time card to track hours worked. Use time clock or time card for current job or current setting. (Alternative communication and technology acceptable. See pg. 19.)

Administration and Scoring	
Setup	Identify times within the context of daily activities when the student is given the opportunity to use a time clock or complete a time card.
Generalization	Student must demonstrate this skill across 3 days of using time clock/completing time cards (signing in and out).
Instructions	Student locates time card, punches or signs in on correct day, and punches or signs out at end of work period.
Scoring	Student punches or signs in on time card. (Signs in) Student punches or signs out on time card. (Signs out)
Use of Prompts	<i>No prompts are allowed.</i> Be careful not to use physical or verbal prompts to assist student (for example, pointing to the correct place; reminding the student to sign in/out).

## Assessment Record

<b>Area:</b>	Math	<b>Task Name:</b>	Uses a time clock and/or completes time card	<b>M-053</b>
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### Student Information (To Be Completed by IEP Team in the Fall)

<b>Student Name</b>	
<b>Date IEP Team Selected Task</b>	

### Testing Results

(To Be Completed During the Testing Period in the Spring)

	Day 1	Day 2	Day 3
<b>Date</b>			
<b>Person</b>			
<b>Signs In</b>	Yes    No	Yes    No	Yes    No
<b>Signs Out</b>	Yes    No	Yes    No	Yes    No
<b>Correct Responses</b>	/6		

### Determination of Proficiency Level

(To Be Completed During the Testing Period in the Spring)

Check One	Proficiency Level	Criterion
<input type="checkbox"/>	Level 4 - Substantial	6 correct responses
<input type="checkbox"/>	Level 3 - Sufficient	5 correct responses
<input type="checkbox"/>	Level 2 - Partial	4 correct responses
<input type="checkbox"/>	Level 1 - Minimal	Less than 4 correct responses

## Spatial Relations and Geometry

## UAA Task Sheet

Task Description	
Area	Math
Task Name	Responds to 5 prepositions <b>M-054</b>
Task Description	<p>Student places objects in response to directions containing prepositions. (Select 5 prepositions from the following list, or the IEP team may identify others.)</p> <p>Preposition list: above, against, around, behind, below, beside, between, by, in, near, next to, on, outside, over, under, with.)</p> <p>(Alternative communication and technology acceptable. See pg. 19.)</p>

Administration and Scoring	
Setup	Identify times within the context of daily activities when the student is given opportunities to place an object in response to directions containing prepositions.
Generalization	Student must demonstrate responding to all 5 prepositions with 3 people and in 3 settings.
Instructions	Give the student an instruction containing a preposition.
Examples of Task	<ul style="list-style-type: none"> <li>Teacher says, "Put your shoes under the table."</li> <li>Classroom aide says, "Put this book on the table."</li> <li>Job coach says, "Place the box in the cupboard."</li> </ul>
Scoring	Student accurately responds to all 5 prepositions. (Responds)
Use of Prompts	<i>No prompts are allowed.</i> Be careful not to use physical or verbal prompts to assist the student (for example, pointing; gesturing; saying, "No, not <i>on</i> , put it <i>under</i> ").

## Assessment Record

**Area:** Math **Task Name:** Responds to 5 prepositions **M-054**

### Student Information (To Be Completed by IEP Team in the Fall)

**Student Name**

**Date IEP Team Selected Task**

### Testing Results

(To Be Completed During the Testing Period in the Spring)

		Trial 1	Trial 2	Trial 3
<b>Date</b>				
<b>Person</b>				
<b>Setting</b>				
<b>Preposition 1</b>	*	Yes No	Yes No	Yes No
<b>Preposition 2</b>	*	Yes No	Yes No	Yes No
<b>Preposition 3</b>	*	Yes No	Yes No	Yes No
<b>Preposition 4</b>	*	Yes No	Yes No	Yes No
<b>Preposition 5</b>	*	Yes No	Yes No	Yes No
<b>Number of Prepositions Responded To</b>		/15		

\*Enter preposition.

### Determination of Proficiency Level

(To Be Completed During the Testing Period in the Spring)

Check One	Proficiency Level	Criterion
	Level 4 - Substantial	14-15 prepositions
	Level 3 - Sufficient	12-13 prepositions
	Level 2 - Partial	10-11 prepositions
	Level 1 - Minimal	Fewer than 10 prepositions



## UAA Task Sheet

### Task Description

<b>Area</b>	Math
<b>Task Name</b>	Responds to 10 prepositions <b>M-055</b>
<b>Task Description</b>	Student places objects in response to directions containing prepositions. (Select 10 prepositions from the following list: above, against, around, behind, below, beside, between, by, in, near, next to, on, outside, over, under, with.) (Alternative communication and technology acceptable. See pg. 19.)

### Administration and Scoring

<b>Setup</b>	Identify times within the context of daily activities when the student is given opportunities to place an object in response to directions containing prepositions.
<b>Generalization</b>	Student must demonstrate responding to all 10 prepositions with 3 people and in 3 settings.
<b>Instructions</b>	Give the student an instruction containing a preposition.
<b>Examples of Task</b>	<ul style="list-style-type: none"> <li>Teacher says, "Put your shoes under the table."</li> <li>Classroom aide says, "Put this book on the table."</li> <li>Job coach says, "Place the box in the cupboard."</li> </ul>
<b>Scoring</b>	Student accurately responds to preposition. (Responds)
<b>Use of Prompts</b>	<i>No prompts are allowed.</i> Be careful not to use physical or verbal prompts to assist the student (for example, pointing/gesturing; saying, "No, not <i>on</i> , put it <i>under</i> ").

## Assessment Record

**Area:** Math **Task Name:** Responds to 10 prepositions **M-055**

### Student Information

(To Be Completed by IEP Team in the Fall)

**Student Name**

**Date IEP Team Selected Task**

### Testing Results

(To Be Completed During the Testing Period in the Spring)

		Trial 1	Trial 2	Trial 3
<b>Date</b>				
<b>Person</b>				
<b>Setting</b>				
<b>Preposition 1</b>	*	Yes No	Yes No	Yes No
<b>Preposition 2</b>	*	Yes No	Yes No	Yes No
<b>Preposition 3</b>	*	Yes No	Yes No	Yes No
<b>Preposition 4</b>	*	Yes No	Yes No	Yes No
<b>Preposition 5</b>	*	Yes No	Yes No	Yes No
<b>Preposition 6</b>	*	Yes No	Yes No	Yes No
<b>Preposition 7</b>	*	Yes No	Yes No	Yes No
<b>Preposition 8</b>	*	Yes No	Yes No	Yes No
<b>Preposition 9</b>	*	Yes No	Yes No	Yes No
<b>Preposition 10</b>	*	Yes No	Yes No	Yes No
<b>Number of Prepositions Responded To</b>		/30		

\*Enter preposition.

### Determination of Proficiency Level

(To Be Completed During the Testing Period in the Spring)

Check One	Proficiency Level	Criterion
	Level 4 - Substantial	28-30 correct prepositions
	Level 3 - Sufficient	25-27 correct prepositions
	Level 2 - Partial	20-24 correct prepositions
	Level 1 - Minimal	Fewer than 20 prepositions

## UAA Task Sheet

Task Description		
Area	Math	
Task Name	Uses 5 prepositions	M-056
Task Description	<p>Student uses prepositions to describe spatial arrangements or positions of objects. (Prepositions are to be selected from the following list: above, against, around, behind, below, beside, between, by, in, near, next to, on, outside, over, under, with.)</p> <p>(Alternative communication and technology acceptable. See pg. 19.)</p>	

Administration and Scoring	
Setup	Identify times within the context of daily activities when the student is given opportunities to describe an object's location.
Generalization	Student must demonstrate using all 5 prepositions with 3 people and in 3 settings.
Instructions	Ask the student questions that require using prepositions to answer.
Examples of Task	<ul style="list-style-type: none"> <li>Teacher asks student, "Where is your coat?" Student replies, "It is on the chair."</li> <li>Mother asks student, "Where are my keys?" Student replies, "Under the rug."</li> </ul>
Scoring	Student accurately uses all 5 prepositions to describe locations of objects. (Uses)
Use of Prompts	If student points as a response to the question, the tester may say, "Tell me where" (or some equivalent prompt). Be careful not to use physical or verbal prompts to assist the student (for example, pointing/gesturing; saying, "It is not under, it is ---?").

## Assessment Record

**Area:**

Math

**Task Name:**

Uses 5 prepositions

**M-056**

### Student Information

(To Be Completed by IEP Team in the Fall)

**Student Name****Date IEP Team Selected Task**

### Testing Results

(To Be Completed During the Testing Period in the Spring)

		Trial 1	Trial 2	Trial 3
<b>Date</b>				
<b>Person</b>				
<b>Setting</b>				
<b>Preposition 1</b>	*	Yes No	Yes No	Yes No
<b>Preposition 2</b>	*	Yes No	Yes No	Yes No
<b>Preposition 3</b>	*	Yes No	Yes No	Yes No
<b>Preposition 4</b>	*	Yes No	Yes No	Yes No
<b>Preposition 5</b>	*	Yes No	Yes No	Yes No
<b>Number of Prepositions Used Correctly</b>		/15		

\*Enter preposition.

### Determination of Proficiency Level

(To Be Completed During the Testing Period in the Spring)

Check One	Proficiency Level	Criterion
	Level 4 - Substantial	14-15 correct prepositions
	Level 3 - Sufficient	12-13 correct prepositions
	Level 2 - Partial	10-11 correct prepositions
	Level 1 - Minimal	Fewer than 10 correct prepositions

## UAA Task Sheet

Task Description	
Area	Math
Task Name	Uses 10 prepositions <b>M-057</b>
Task Description	<p>Student uses prepositions to describe spatial arrangements or positions of objects. (Select 10 prepositions from the following list, or the IEP team may identify others. Preposition list: above, against, around, behind, below, beside, between, by, in, near, next to, on, outside, over, under, with.)</p> <p>(Alternative communication and technology acceptable. See pg. 19.)</p>

Administration and Scoring	
Setup	Identify times within the context of daily activities when the student is given opportunities to describe an object's location.
Generalization	Student must demonstrate using all 10 prepositions with 3 people and 3 in settings.
Instructions	Ask the student questions that require using prepositions to answer.
Examples of Task	<ul style="list-style-type: none"> <li>Teacher asks student, "Where is your coat?" Student replies, "It is on the chair."</li> <li>Mother asks student, "Where are my keys?" Student replies, "Under the rug."</li> </ul>
Scoring	Student accurately uses all 5 prepositions to describe locations of objects. (Uses)
Use of Prompts	If student points as a response to the question, the tester may say, " <i>tell</i> me where" (or some equivalent prompt). Be careful not to use any other physical or verbal prompts to assist the student (for example, pointing/gesturing; saying, "It is not <i>under</i> , it is ---?").

## Assessment Record

**Area:**

Math

**Task Name:**

Uses 10 prepositions

**M-057**

### Student Information

(To Be Completed by IEP Team in the Fall)

**Student Name****Date IEP Team Selected Task**

### Testing Results

(To Be Completed During the Testing Period in the Spring)

		Trial 1	Trial 2	Trial 3
<b>Date</b>				
<b>Person</b>				
<b>Setting</b>				
<b>Preposition 1</b>	*	Yes   No	Yes   No	Yes   No
<b>Preposition 2</b>	*	Yes   No	Yes   No	Yes   No
<b>Preposition 3</b>	*	Yes   No	Yes   No	Yes   No
<b>Preposition 4</b>	*	Yes   No	Yes   No	Yes   No
<b>Preposition 5</b>	*	Yes   No	Yes   No	Yes   No
<b>Preposition 6</b>	*	Yes   No	Yes   No	Yes   No
<b>Preposition 7</b>	*	Yes   No	Yes   No	Yes   No
<b>Preposition 8</b>	*	Yes   No	Yes   No	Yes   No
<b>Preposition 9</b>	*	Yes   No	Yes   No	Yes   No
<b>Preposition 10</b>	*	Yes   No	Yes   No	Yes   No
<b>Number of Prepositions Responded To</b>		/30		

\*Enter preposition used.

### Determination of Proficiency Level

(To Be Completed During the Testing Period in the Spring)

Check One	Proficiency Level	Criterion
	Level 4 - Substantial	28 – 30 correct prepositions
	Level 3 - Sufficient	25 – 27 correct prepositions
	Level 2 - Partial	20 – 24 correct prepositions
	Level 1 - Minimal	Fewer than 20 correct prepositions

## UAA Task Sheet

### Task Description

<b>Area</b>	Language Arts	
<b>Task Name</b>	Shape Identification – 3 shapes	<b>M-058</b>
<b>Task Description</b>	Student identifies target shapes (for example, finds the rectangle building block). (Alternative communication and technology acceptable. See pg. 19.)	

### Administration and Scoring

<b>Setup</b>	Identify times within the context of daily activities when the student is given opportunities to identify shapes in his/her environment.
<b>Generalization</b>	Student must identify 3 shapes, each with 3 different objects, 3 people, and in 3 settings (total of 9 trials).
<b>Instructions</b>	Give the student an instruction containing a shape word. For example, "Please give me the piece shaped like a triangle."
<b>Examples of Task</b>	<ul style="list-style-type: none"> <li>During art, ask the student, "Get the piece of paper cut like a heart, please."</li> <li>Ask the student, "Please hand me a square block."</li> <li>When putting away office supplies, ask the student, "Please add the star stickers."</li> </ul>
<b>Scoring</b>	Student identifies specified shape in environment. ( <u>Identifies</u> )
<b>Use of Prompts</b>	<i>No prompts are allowed.</i> Be careful to avoid verbal or physical prompts to assist the student in identifying shapes (for example, nodding/shaking head; looking toward correct shape; saying, "I need the red bowl – is that the red bowl or the blue bowl?").

## Assessment Record

**Area:** Language Arts **Task Name:** Shape Identification – 3 shapes **M-058**

### Student Information

(To Be Completed by IEP Team in the Fall)

**Student Name**

**Date IEP Team Selected Task**

### Testing Results

(To Be Completed During the Testing Period in the Spring)

	Trial 1	Trial 2	Trial 3
<b>Shape 1</b>	*	*	*
<b>Setting</b>			
<b>Person</b>			
<b>Identifies</b>	Yes No	Yes No	Yes No
<b>Shape 2</b>	*	*	*
<b>Setting</b>			
<b>Person</b>			
<b>Identifies</b>	Yes No	Yes No	Yes No
<b>Shape 3</b>	*	*	*
<b>Setting</b>			
<b>Person</b>			
<b>Identifies</b>	Yes No	Yes No	Yes No
<b>Total Correct</b>	/9		

\* Enter shape and object name.

### Determination of Proficiency Level

(To Be Completed During the Testing Period in the Spring)

Check One	Proficiency Level	Criterion
	Level 4 - Substantial	8 – 9 correct responses
	Level 3 - Sufficient	7 correct responses
	Level 2 - Partial	5 – 6 correct responses
	Level 1 - Minimal	Less than 5 correct responses



## **UAA ScienceTasks**

OBJECT PERMANANCE

## UAA Task Sheet

Task Description	
Area	Science
Task Name	Object Permanence: Looks for an object no longer visible <b>S-001</b>
Task Description	<p>Student shows knowledge of the existence of objects that he/she can no longer see. After watching as an object is placed out of sight, the student indicates the location of the object.</p> <p>(Alternative communication and technology acceptable. See pg. 19.)</p>

Administration and Scoring	
Setup	Identify times within the context of daily activities when the student is given opportunities to locate objects after he/she sees where they were last placed.
Generalization	The student must demonstrate this skill across 3 objects, 3 settings, and 3 people.
Instructions	Show student an object, and then place it where it cannot be seen. Ask the student, "Where is the _____?"
Examples of Task	<ul style="list-style-type: none"> <li>Finding a cookie that has been covered by a napkin at snack.</li> <li>Finding a ball for recess that has been put in a storage tub.</li> <li>Find a person who walked into another room</li> </ul>
Scoring	Student indicates (for example, by gazing, pointing, saying) where the object is after it is removed from sight. ( <u>Indicates</u> )
Use of Prompts	<i>No prompts are allowed.</i> Be careful not to use physical or verbal prompts to assist the student in finding the object (for example, pointing; looking; asking the student, "Is it here?").

## Assessment Record

<b>Area:</b>	Science	<b>Task Name:</b>	Object Permanence: Looks for an object no longer visible <b>S-001</b>
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<b>Student Information</b> (To Be Completed in the Fall)	
<b>Student Name</b>	
<b>Date Task Selected</b>	

<b>Testing Results</b> (To Be Completed During the Testing Period in the Spring)			
	Trial 1	Trial 2	Trial 3
<b>Date</b>			
<b>Object</b>			
<b>Location</b>			
<b>Setting</b>			
<b>Person</b>			
	Yes    No	Yes    No	Yes    No

<b>Determination of Proficiency Level</b> (To Be Completed During the Testing Period in the Spring)		
Check One	Proficiency Level	Criterion
	Level 4 - Substantial	3 correct trials: 3 objects, 3 settings, 3 people
	Level 3 - Sufficient	2 correct trials
	Level 2 - Partial	1 correct trial
	Level 1 - Minimal	No correct trials

NUTRITION

## UAA Task Sheet

Task Description	
Area	Science
Task Name	Nutrition: Uses 5 food names <b>S-002</b>
Task Description	Student identifies 5 foods (for example, grapes, carrots, chicken, milk) by name. Actual food items must be used for assessment. (Alternative communication and technology acceptable. See pg. 19.)

Administration and Scoring	
Setup	Identify times within the context of daily activities when the student is given opportunities to use food names (for example, grocery shopping, preparing meals, eating meals). Actual food items (not pictures or models) must be used.
Generalization	The student must demonstrate this task across 3 settings and 3 people.
Instructions	Ask the student a question that requires using a food name, for example, "What are you eating?" All the vocabulary words do not need to be assessed at the same time.
Examples of Task	<ul style="list-style-type: none"> <li>At lunch ask the student, "What are you eating?"</li> <li>When preparing snack/meal, ask the student, "What is that?"</li> </ul>
Scoring	Student uses name accurately. ( <u>Accurate</u> )
Use of Prompts	<i>No prompts are allowed.</i> Be careful not to use physical or verbal prompts to assist the student in using food words correctly (for example, shaking head "no" as a signal of incorrect response and allowing student to try again; using the target word as a part of the question - "Do you want milk or juice?"; "Show me the grapes.>").

## Assessment Record

<b>Area:</b>	Science	<b>Task Name:</b>	Nutrition: Uses 5 food names	<b>S-002</b>
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### Student Information (To Be Completed in the Fall)

<b>Student Name</b>	
<b>Date Task Selected</b>	

### Testing Results

(To Be Completed During the Testing Period in the Spring)

		Trial 1	Trial 2	Trial 3
<b>Date</b>				
<b>Setting</b>				
<b>Person</b>				
<b>Food 1:</b>	*	Yes   No	Yes   No	Yes   No
<b>Food 2:</b>	*	Yes   No	Yes   No	Yes   No
<b>Food 3:</b>	*	Yes   No	Yes   No	Yes   No
<b>Food 4:</b>	*	Yes   No	Yes   No	Yes   No
<b>Food 5:</b>	*	Yes   No	Yes   No	Yes   No
<b>Total Correct Responses</b>		/15		

\*Enter the food name that was used.

### Determination of Proficiency Level (To Be Completed During the Testing Period in the Spring)

Check One	Proficiency Level	Criterion
	Level 4 - Substantial	14 – 15 names used
	Level 3 - Sufficient	12 – 13 names used
	Level 2 - Partial	10 – 11 names used
	Level 1 - Minimal	Less than 10 names used

## UAA Task Sheet

Task Description	
Area	Science
Task Name	Nutrition: Uses 10 food names <b>S-003</b>
Task Description	Student identifies 10 foods (for example, grapes, carrots, chicken, milk) by name. Actual food items must be used for assessment. (Alternative communication and technology acceptable. See pg. 19.)

Administration and Scoring	
Setup	Identify times within the context of daily activities when the student is given opportunities to use food names (for example, grocery shopping, preparing meals, eating meals). Actual food items (not pictures or models) must be used.
Generalization	The student must demonstrate this task across 3 settings and 3 people.
Instructions	Ask the student a question that requires using a food name. For example, "What are you eating?" All the vocabulary words do not need to be assessed at the same time.
Examples of Task	<ul style="list-style-type: none"> <li>At lunch ask the student, "What are you eating?"</li> <li>When preparing snack/meal, ask the student, "What is that?"</li> </ul>
Scoring	Student uses name accurately. ( <u>Accurate</u> )
Use of Prompts	<i>No prompts are allowed.</i> Be careful not to use physical or verbal prompts to assist the student in using food words correctly (for example, shaking head "no" as a signal of incorrect response and allowing student to try again; using the target vocabulary word as a part of the question - "Do you want milk or juice?"; "Show me the grapes.>").



## Assessment Record

<b>Area:</b>	Science	<b>Task Name:</b>	Nutrition: Uses 10 food names	<b>S-003</b>
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### Student Information

(To Be Completed in the Fall)

<b>Student Name</b>	
<b>Date Task Selected</b>	

### Testing Results

(To Be Completed During the Testing Period in the Spring)

		Trial 1	Trial 2	Trial 3
<b>Date</b>				
<b>Setting</b>				
<b>Person</b>				
<b>Word 1:</b>	*	Yes No	Yes No	Yes No
<b>Word 2:</b>	*	Yes No	Yes No	Yes No
<b>Word 3:</b>	*	Yes No	Yes No	Yes No
<b>Word 4:</b>	*	Yes No	Yes No	Yes No
<b>Word 5:</b>	*	Yes No	Yes No	Yes No
<b>Word 6:</b>	*	Yes No	Yes No	Yes No
<b>Word 7:</b>	*	Yes No	Yes No	Yes No
<b>Word 8:</b>	*	Yes No	Yes No	Yes No
<b>Word 9:</b>	*	Yes No	Yes No	Yes No
<b>Word 10:</b>	*	Yes No	Yes No	Yes No
<b>Overall Number Correct</b>		/30		

\*Enter the food name that was used.

### Determination of Proficiency Level

(To Be Completed During the Testing Period in the Spring)

Check One	Proficiency Level	Criterion
<input type="checkbox"/>	Level 4 - Substantial	28 – 30 names used
<input type="checkbox"/>	Level 3 - Sufficient	24 – 27 names used
<input type="checkbox"/>	Level 2 - Partial	20 – 23 names used
<input type="checkbox"/>	Level 1 - Minimal	Less than 19 names used

## UAA Task Sheet

Task Description	
Area	Science
Task Name	Nutrition: Uses 20 food names <b>S-004</b>
Task Description	Student identifies 20 foods (for example, grapes, carrots, chicken, milk) by name. Actual food items must be used for assessment. (Alternative communication and technology acceptable. See pg. 19.)

Administration and Scoring	
Setup	Identify times within the context of daily activities when the student is given opportunities to use food names (for example, grocery shopping, preparing meals, eating meals). Actual food items (not pictures or models) must be used.
Generalization	The student must demonstrate this task across 3 settings and 3 people.
Instructions	Ask the student a question that requires using a food name. For example, "What are you eating?" All the vocabulary words do not need to be assessed at the same time.
Examples of Task	<ul style="list-style-type: none"> <li>At lunch ask the student, "What are you eating?"</li> <li>When preparing snack/meal, ask the student, "What is that?"</li> </ul>
Scoring	Student uses name accurately. ( <u>Accurate</u> )
Use of Prompts	<i>No prompts are allowed.</i> Be careful not to use physical or verbal prompts to assist the student in using food words correctly (for example, shaking head "no" as a signal of incorrect response and allowing student to try again; using the target word as a part of the question - "Do you want milk or juice?"; "Show me the grapes.>").

## Assessment Record

<b>Area:</b>	Science	<b>Task Name:</b>	Nutrition: Uses 20 food names	<b>S-004</b>
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### Student Information

(To Be Completed in the Fall)

<b>Student Name</b>	
<b>Date Task Selected</b>	

### Testing Results

(To Be Completed During the Testing Period in the Spring)

		Tr. 1	Tr. 2	Tr. 3			Tr. 1 cont.	Tr. 2 cont.	Tr. 3 cont.
<b>Date</b>									
<b>Person</b>									
1.	*	Yes No	Yes No	Yes No	11.	*	Yes No	Yes No	Yes No
2.	*	Yes No	Yes No	Yes No	12.	*	Yes No	Yes No	Yes No
3.	*	Yes No	Yes No	Yes No	13.	*	Yes No	Yes No	Yes No
4.	*	Yes No	Yes No	Yes No	14.	*	Yes No	Yes No	Yes No
5.	*	Yes No	Yes No	Yes No	15.	*	Yes No	Yes No	Yes No
6.	*	Yes No	Yes No	Yes No	16.	*	Yes No	Yes No	Yes No
7.	*	Yes No	Yes No	Yes No	17.	*	Yes No	Yes No	Yes No
8.	*	Yes No	Yes No	Yes No	18.	*	Yes No	Yes No	Yes No
9.	*	Yes No	Yes No	Yes No	19.	*	Yes No	Yes No	Yes No
10.	*	Yes No	Yes No	Yes No	20.	*	Yes No	Yes No	Yes No
<b>Overall Number Correct</b>									
		/60							

\*Enter the food name that was used.

### Determination of Proficiency Level

(To Be Completed During the Testing Period in the Spring)

Check One	Proficiency Level	Criterion
	Level 4 - Substantial	57-60 names used
	Level 3 - Sufficient	49-56 names used
	Level 2 - Partial	42-48 names used
	Level 1 - Minimal	Less than 42 names used

## UAA Task Sheet

Task Description	
Area	Science
Task Name	Nutrition: Eats a variety of food textures <b>S-005</b>
Task Description	When given foods of varying textures (for example, pudding, pizza, soup) student will chew and swallow food. Student may feed self independently or be fed. (Alternative communication and technology acceptable. See pg. 19.)

Administration and Scoring	
Setup	Identify times within the context of daily activities when the student is given opportunities to eat a variety of food textures.
Generalization	Student must demonstrate this skill 3 times across each of 3 food textures, in 3 settings, and with 3 people.
Instructions	Tell the student, "It is time to eat."
Examples of Task	<ul style="list-style-type: none"> <li>Eats pizza, pasta, chips</li> <li>Eats hamburger, mashed potatoes, carrot sticks</li> <li>Eats macaroni &amp; cheese, salad, apples.</li> </ul>
Scoring	Student chews and swallows a variety of food textures. ( <u>Chews and swallows</u> )
Use of Prompts	<i>No prompts are allowed.</i> Be careful not to use physical or verbal prompts to assist the student to chew or swallow foods (for example, stimulating student's cheek to chew, blocking mouth to prevent student from spitting out food).

## Assessment Record

<b>Area:</b>	Science	<b>Task Name:</b>	Nutrition: Eats a variety of food textures	<b>S-005</b>
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Student Information (To Be Completed in the Fall)	
<b>Student Name</b>	
<b>Date Task Selected</b>	

Testing Results (To Be Completed During the Testing Period in the Spring)					
		Trial 1	Trial 2	Trial 3	
<b>Date</b>					
<b>Setting</b>					
<b>Person</b>					
<b>Texture 1:</b>	*	Yes   No	Yes   No	Yes   No	
<b>Texture 2:</b>	*	Yes   No	Yes   No	Yes   No	
<b>Texture 3:</b>	*	Yes   No	Yes   No	Yes   No	
<b>Overall Number Correct</b>		/9			

\*Enter texture/food.

Determination of Proficiency Level (To Be Completed During the Testing Period in the Spring)		
Check One	Proficiency Level	Criterion
	Level 4 - Substantial	9 correct trials
	Level 3 - Sufficient	8 correct trials
	Level 2 - Partial	6 or 7 correct trial
	Level 1 - Minimal	Less than 6 correct trials

## UAA Task Sheet

Task Description	
Area	Science
Task Name	Nutrition: Eats finger foods <b>S-006</b>
Task Description	Student picks up finger food (for example, Cheerios <sup>®</sup> , raisins), places in mouth, chews, and swallows. (Alternative communication and technology acceptable. See pg. 19.)

Administration and Scoring	
Setup	Identify times within the context of daily activities when the student is given opportunities to eat finger foods.
Generalization	Student must demonstrate this skill across 3 finger foods, 3 settings, and 3 people.
Instructions	Tell student, "You may eat ____ now."
Examples of Task	<ul style="list-style-type: none"> <li>At snack time, student eats crackers.</li> <li>At breakfast, student eats fruit bar.</li> <li>At lunch, student eats french fries.</li> </ul>
Scoring	Student picks up finger food, puts it in mouth, chews, and swallows. ( <u>Eats</u> )
Use of Prompts	<i>No prompts are allowed.</i> Be careful not to use physical or verbal prompts to assist the student to eat finger foods (for example, put food in student's mouth or hand, stimulate student's cheek to swallow).

## Assessment Record

<b>Area:</b>	Science	<b>Task Name:</b>	Nutrition: Eats finger foods	<b>S-006</b>
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Student Information (To Be Completed in the Fall)	
<b>Student Name</b>	
<b>Date Task Selected</b>	

Testing Results (To Be Completed During the Testing Period in the Spring)			
	Trial 1	Trial 2	Trial 3
<b>Date</b>			
<b>Food</b>			
<b>Setting</b>			
<b>Person</b>			
<b>Eats</b>	Yes    No	Yes    No	Yes    No

Determination of Proficiency Level (To Be Completed During the Testing Period in the Spring)		
Check One	Proficiency Level	Criterion
	Level 4 - Substantial	3 correct trials: 3 finger foods, 3 settings, 3 people
	Level 3 - Sufficient	2 correct trials
	Level 2 - Partial	1 correct trial
	Level 1 - Minimal	No correct trials

S-007 Nutrition: Independently uses spoon and fork

## UAA Task Sheet

Task Description	
Area	Science
Task Name	Nutrition: Independently uses spoon and fork <b>S-007</b>
Task Description	When given a meal of at least 3 items, student will eat all items independently using a spoon/fork. (Alternative communication and technology acceptable. See pg. 19.)

Administration and Scoring	
Setup	Identify times within the context of daily activities when the student is given opportunities to eat a variety of foods that require using silverware (spoon and fork).
Generalization	Student must demonstrate this skill across 3 food items, 3 settings, and 3 people. At least one food item in each setting must be eaten with a spoon and at least one food item must be eaten with a fork.
Instructions	Tell student, "You may eat now."
Examples of Task	<ul style="list-style-type: none"> <li>• Student will independently use spoon and fork to eat lunch at school.</li> <li>• Student will independently use spoon and fork to eat lunch at worksite.</li> <li>• Student will independently use spoon and fork to eat meal during food prep class.</li> </ul>
Scoring	Student independently uses spoon/fork to eat. ( <u>Uses spoon and fork</u> )
Use of Prompts	<i>No prompts are allowed.</i> Be careful not to use physical or verbal prompts to assist the student to eat using utensils (for example, steadying spoon so food does not fall off, stabbing food item with fork and allowing student to just lift bite to mouth, taking silverware away from student in between bites to prevent the student from misusing utensils).



## Assessment Record

<b>Area:</b>	Science	<b>Task Name:</b>	Nutrition: Independently uses spoon and fork	<b>S-007</b>
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### Student Information

(To Be Completed in the Fall)

<b>Student Name</b>	
<b>Date Task Selected</b>	

### Testing Results

(To Be Completed During the Testing Period in the Spring)

	Trial 1	Trial 2	Trial 3
Date			
Food (list 3/trial)*			
Setting			
Person			
Uses spoon and fork	Yes    No	Yes    No	Yes    No

\* For each trial, at least one food must require use of fork and one must require use of spoon.

### Determination of Proficiency Level

(To Be Completed During the Testing Period in the Spring)

Check One	Proficiency Level	Criterion
	Level 4 - Substantial	3 correct trials: 3 foods, 3 settings, 3 people
	Level 3 - Sufficient	2 correct trials
	Level 2 - Partial	1 correct trial
	Level 1 - Minimal	No correct trials

## UAA Task Sheet

Task Description	
Area	Science
Task Name	Nutrition: Drinks from a cup, glass, or milk carton <b>S-008</b>
Task Description	Student will independently drink from a cup, glass, and/or milk carton without spilling on table or self. The glass or cup may not have a lid (for example, sippy cups and straws are not acceptable). (Alternative communication and technology acceptable. See pg. 19.)

Administration and Scoring	
Setup	Identify times within the context of daily activities when the student will be given opportunities to drink from a cup, glass, or milk carton.
Generalization	Student must demonstrate this task across 3 different cups, glasses, or milk cartons; 3 settings; and 3 people.
Instructions	Tell student, "You may drink your _____ now."
Examples of Task	<ul style="list-style-type: none"> <li>At snack time, student drinks juice from a glass.</li> <li>At lunch, student drinks milk from a carton.</li> <li>At class party, student drinks soda from a cup.</li> </ul>
Scoring	Student independently drinks from cup, glass, or milk carton without spilling on table or self. ( <u>Drinks</u> )
Use of Prompts	<i>No prompts are allowed.</i> Be careful not to use physical or verbal prompts to assist the student drinking from a cup (for example, physically helping student hold the cup).

## Assessment Record

<b>Area:</b>	Science	<b>Task Name:</b>	Nutrition: Drinks from a cup, glass, or milk carton	<b>S-008</b>
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### Student Information

(To Be Completed in the Fall)

**Student Name**

**Date Task Selected**

### Testing Results

(To Be Completed During the Testing Period in the Spring)

	Trial 1	Trial 2	Trial 3
<b>Date</b>			
<b>Cup/glass/carton</b>			
<b>Setting</b>			
<b>Person</b>			
<b>Drinks</b>	Yes No	Yes No	Yes No

### Determination of Proficiency Level

(To Be Completed During the Testing Period in the Spring)

Check One	Proficiency Level	Criterion
	Level 4 - Substantial	3 correct trials: 3 cups/glasses/carton, 3 settings, 3 people
	Level 3 - Sufficient	2 correct trials
	Level 2 - Partial	1 correct trial
	Level 1 - Minimal	No correct trials

## UAA Task Sheet

Task Description	
Area	Science
Task Name	Nutrition: Prepares simple meal - no cooking <b>S-009</b>
Task Description	Independently prepares simple meal consisting of at least 3 foods that do not require cooking. Student must complete all steps independently (for example, opening packages). (Alternative communication and technology acceptable. See pg. 19.)

Administration and Scoring	
Setup	Identify times within the context of daily activities when the student will have an opportunity to prepare a meal from a simple menu with at least three items that require no cooking.
Generalization	Student must demonstrate this task across 3 meals, at least 2 settings, and 3 people.
Instructions	Tell the student, "Please make a lunch of _____, _____, and _____."
Examples of Task	<ul style="list-style-type: none"> <li>• Making lunch in cooking class: peanut butter sandwich, carrot sticks, and milk.</li> <li>• Making breakfast at home: cold cereal, orange juice, yogurt.</li> <li>• Preparing snack at school: cheese and crackers, apples, water.</li> </ul>
Scoring	Student independently prepares simple meal. ( <u>Prepares meal</u> )
Use of Prompts	<i>No prompts are allowed.</i> Be careful not to use physical or verbal prompts to assist the student to prepare the meal (for example, opening containers for student, saying, "Now put the other slice of bread on top.").

## Assessment Record

<b>Area:</b>	Science	<b>Task Name:</b>	Nutrition: Prepares simple meal - no cooking	<b>S-009</b>
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### Student Information (To Be Completed in the Fall)

<b>Student Name</b>	
<b>Date Task Selected</b>	

### Testing Results

(To Be Completed During the Testing Period in the Spring)

	Trial 1	Trial 2	Trial 3
<b>Date</b>			
<b>Foods (list 3 per trial)</b>	1. 2. 3.	1. 2. 3.	1. 2. 3.
<b>Setting (at least 2)</b>			
<b>Person</b>			
<b>Prepares meal</b>	Yes    No	Yes    No	Yes    No

### Determination of Proficiency Level

(To Be Completed During the Testing Period in the Spring)

Check One	Proficiency Level	Criterion
	Level 4 - Substantial	3 correct trials: 3 meals, 3 people, 2 settings
	Level 3 - Sufficient	2 correct trials
	Level 2 - Partial	1 correct trial
	Level 1 - Minimal	No correct trials

## UAA Task Sheet

Task Description	
Area	Science
Task Name	Nutrition: Demonstrates safe use of microwave oven <b>S-010</b>
Task Description	When preparing a snack or meal, shows safe use of microwave. Student must independently put food or drink in a microwave-safe container, set the time, press start, and remove the food when it is ready. (Alternative communication and technology acceptable. See pg. 19.)

Administration and Scoring	
Setup	Identify times within the context of daily activities when the student will be given an opportunity to use a microwave. Students should be closely supervised during this activity and the teacher should intervene if there is risk of injury.
Generalization	Student must demonstrate this task across 3 foods or drinks, at least 2 settings, and 3 people.
Instructions	Tell the student, "Please heat/cook this in the microwave."
Examples of Task	<ul style="list-style-type: none"> <li>Using microwave to cook soup.</li> <li>Using microwave to heat cocoa.</li> <li>Use microwave to make popcorn.</li> </ul>
Scoring	Student uses the microwave safely. ( <u>Uses</u> )
Use of Prompts	<i>No prompts are allowed.</i> Be careful not to use physical or verbal prompts to assist the student in using the microwave (for example, "Remember, no silverware in the microwave").

## Assessment Record

<b>Area:</b>	Science	<b>Task Name:</b>	Nutrition: Demonstrates safe use of microwave oven <b>S-010</b>
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### Student Information (To Be Completed in the Fall)

<b>Student Name</b>	
<b>Date Task Selected</b>	

### Testing Results

(To Be Completed During the Testing Period in the Spring)

	Trial 1	Trial 2	Trial 3
Date			
Food/drink			
Setting (at least 2)			
Person			
Uses	Yes    No	Yes    No	Yes    No

### Determination of Proficiency Level

(To Be Completed During the Testing Period in the Spring)

Check One	Proficiency Level	Criterion
	Level 4 - Substantial	3 correct trials: 3 foods/drinks, 2 settings, 3 people
	Level 3 - Sufficient	2 correct trials
	Level 2 - Partial	1 correct trial
	Level 1 - Minimal	No correct trials

## UAA Task Sheet

Task Description	
Area	Science
Task Name	Nutrition: Prepares meal that requires cooking <b>S-011</b>
Task Description	Independently prepares meal that requires cooking (stove/oven). The meal must include at least 3 items, at least one of which requires cooking. Student must complete all steps independently (for example, opening packages, chopping, using stove/oven). May use prepared foods such as spaghetti sauce. (Alternative communication and technology acceptable. See pg. 19.)

Administration and Scoring	
Setup	Identify times within the context of daily activities when the student is given the opportunity to prepare a meal that requires cooking. Students should be closely supervised during this activity and the teacher should intervene if there is risk of injury.
Generalization	Student must demonstrate this task across 3 meals, at least 2 settings, and 3 people.
Instructions	Tell the student, "Please make _____, _____, and _____ for lunch."
Examples of Task	<ul style="list-style-type: none"> <li>Making meal in cooking class: grilled cheese sandwich, tomato soup, and milk.</li> <li>Making meal at home: spaghetti, corn, and salad.</li> </ul>
Scoring	Student independently prepares meal that requires cooking. ( <u>Prepares meal</u> )
Use of Prompts	<i>No prompts are allowed.</i> Be careful not to use physical or verbal prompts to assist the student to prepare the meal (for example, opening containers for student, saying, "Are you sure you turned on the right burner?").



## Assessment Record

<b>Area:</b>	Science	<b>Task Name:</b>	Nutrition: Prepares meal that requires cooking	<b>S-011</b>
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### Student Information (To Be Completed in the Fall)

<b>Student Name</b>	
<b>Date Task Selected</b>	

### Testing Results

(To Be Completed During the Testing Period in the Spring)

	Trial 1	Trial 2	Trial 3
<b>Date</b>			
<b>Food (List foods. One per trial must require cooking.)</b>	1. 2. 3.	1. 2. 3.	1. 2. 3.
<b>Setting (at least 2)</b>			
<b>Person</b>			
<b>Prepares meal</b>	Yes    No	Yes    No	Yes    No

### Determination of Proficiency Level

(To Be Completed During the Testing Period in the Spring)

Check One	Proficiency Level	Criterion
	Level 4 - Substantial	3 correct trials: 3 meals, 2 settings, 3 people
	Level 3 - Sufficient	2 correct trials
	Level 2 - Partial	1 correct trial
	Level 1 - Minimal	No correct trials

## UAA Task Sheet

Task Description	
Area	Science
Task Name	Nutrition: Follows routine - lunchroom <b>S-012</b>
Task Description	During lunchtime at school, student will follow the cafeteria routine, including getting tray, waiting in line, selecting items, and carrying tray to table. Routine will vary according to specific lunchroom. (Alternative communication and technology acceptable. See pg. 19.)

Administration and Scoring	
Setup	Go to school cafeteria at lunchtime.
Generalization	Student must demonstrate this task across 3 trials and 3 people.
Instructions	Tell student, "Get your lunch, please."
Examples of Task	<ul style="list-style-type: none"> <li>Student enters lunchroom, selects lunch choice, goes to appropriate line, waits appropriately in line, gets tray, selects drink, gets napkin, utensils, food, gives number, finds a place to sit, and carries tray to table.</li> </ul>
Scoring	Student follows cafeteria routine. ( <u>Follows routine</u> )
Use of Prompts	<i>No prompts are allowed.</i> Be careful not to use physical or verbal prompts to assist the student to follow the routine (for example, pointing to utensils/napkins to remind student to get them; saying, "Tell her which sandwich you want.").

## Assessment Record

<b>Area:</b>	Science	<b>Task Name:</b>	Nutrition: Follows routine - lunchroom	<b>S-012</b>
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### Student Information

(To Be Completed in the Fall)

<b>Student Name</b>	
<b>Date Task Selected</b>	

### Testing Results

(To Be Completed During the Testing Period in the Spring)

	Trial 1	Trial 2	Trial 3
Date			
Person			
Follows routine	Yes    No	Yes    No	Yes    No

### Determination of Proficiency Level

(To Be Completed During the Testing Period in the Spring)

Check One	Proficiency Level	Criterion
	Level 4 - Substantial	3 correct trials: 3 people
	Level 3 - Sufficient	2 correct trials
	Level 2 - Partial	1 correct trial
	Level 1 - Minimal	No correct trials

## UAA Task Sheet

Task Description	
Area	Science
Task Name	Nutrition: Orders meal at fast food restaurant <b>S-013</b>
Task Description	Student stands in line at a fast food restaurant and gives order to clerk. Student pays and collects change and food before leaving counter. (Alternative communication and technology acceptable. See pg. 19.)

Administration and Scoring	
Setup	Identify times within the context of daily activities when the student is given an opportunity to order a meal at a fast food restaurant.
Generalization	Student must demonstrate this task across 3 different restaurants and 3 people.
Instructions	Tell student, "Order your lunch."
Examples of Task	<ul style="list-style-type: none"> <li>• Orders lunch at McDonald's®.</li> <li>• Orders dinner at Subway®.</li> </ul>
Scoring	Student orders meal. ( <u>Orders</u> )
Use of Prompts	<i>No prompts are allowed.</i> Be careful not to use physical or verbal prompts to assist the student when ordering (for example, saying, "Don't you want French fries, too?"; pointing to drinks if student does not ask for a drink).

## Assessment Record

<b>Area:</b>	Science	<b>Task Name:</b>	Nutrition: Orders meal at fast food restaurant	<b>S-013</b>
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### Student Information (To Be Completed in the Fall)

<b>Student Name</b>	
<b>Date Task Selected</b>	

### Testing Results

(To Be Completed During the Testing Period in the Spring)

	Trial 1	Trial 2	Trial 3
Date			
Restaurant			
Person			
Orders	Yes No	Yes No	Yes No

### Determination of Proficiency Level

(To Be Completed During the Testing Period in the Spring)

Check One	Proficiency Level	Criterion
	Level 4 - Substantial	3 correct trials: 3 restaurants, 3 people
	Level 3 - Sufficient	2 correct trials
	Level 2 - Partial	1 correct trial
	Level 1 - Minimal	No correct trials

## UAA Task Sheet

Task Description	
Area	Science
Task Name	Nutrition: Washes, dries, and puts away dishes <b>S-014</b>
Task Description	<p>Student uses hot water and dish soap to wash dishes, and then dries them or places them in a rack to dry. Student must fill sink with water, add soap, wash the dishes, and then place clean, dry dishes in the correct cupboard.</p> <p>(Alternative communication and technology acceptable. See pg. 19.)</p>

Administration and Scoring	
Setup	Identify times within the context of daily activities when the student is given an opportunity to wash and dry dishes and put them away.
Generalization	Student must demonstrate this task across 3 different types of dishes (silverware, cups, plates), at least 2 settings, and 3 people.
Instructions	Tell the student, "Please wash these dishes and put them away after they are dry."
Examples of Task	<p>Student will fill sink with water, add soap, wash, dry, and put away dishes:</p> <ul style="list-style-type: none"> <li>• After cooking class</li> <li>• At job site in break room</li> <li>• At home</li> </ul>
Scoring	Student fills sink and adds soap, and then washes, dries, and puts away dishes. ( <u>Washes</u> )
Use of Prompts	<i>No prompts are allowed.</i> Be careful not to use physical or verbal prompts to assist the student washing the dishes (for example, pointing to correct cupboard; saying, "Are you sure this one is clean?").

## Assessment Record

<b>Area:</b>	Science	<b>Task Name:</b>	Nutrition: Washes, dries, and puts away dishes	<b>S-014</b>
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### Student Information (To Be Completed in the Fall)

<b>Student Name</b>	
<b>Date Task Selected</b>	

### Testing Results

(To Be Completed During the Testing Period in the Spring)

	Trial 1	Trial 2	Trial 3
Date			
Types of dishes			
Setting (at least 2)			
Person			
Washes	Yes No	Yes No	Yes No

### Determination of Proficiency Level

(To Be Completed During the Testing Period in the Spring)

Check One	Proficiency Level	Criterion
	Level 4 - Substantial	3 correct trials: 3 types of dishes, 2 settings, 3 people
	Level 3 - Sufficient	2 correct trials
	Level 2 - Partial	1 correct trial
	Level 1 - Minimal	No correct trials

## UAA Task Sheet

Task Description	
Area	Science
Task Name	Nutrition: Loads/unloads dishwasher <b>S-015</b>
Task Description	Student loads dishes in dishwasher, adds soap, and runs dishwasher cycle. After cycle is complete, student removes dishes and puts them away. (Alternative communication and technology acceptable. See pg. 19.)

Administration and Scoring	
Setup	Identify times within the context of daily activities when the student is given an opportunity to load/unload dishwasher.
Generalization	Student must demonstrate this skill across 3 different types of dishes (for example, plates, bowls, silverware), with 3 people, and in 1 or more settings.
Instructions	Tell the student, "Please put the dishes in the dishwasher, run it, and put them away when they are done."
Examples of Task	<ul style="list-style-type: none"> <li>At cooking class, student will load the dishes into the dishwasher and put them away when they are done.</li> <li>At job site, student will load the dishes into the dishwasher and put them away when they are done.</li> </ul>
Scoring	Loads dishes in dishwasher, runs it, and puts the dishes away. ( <u>Runs dishwasher</u> )
Use of Prompts	<i>No prompts are allowed.</i> Be careful not to use physical or verbal prompts to assist the student in doing the dishes (for example, pointing to where the silverware goes; saying, "Don't forget to put in soap.").



## Assessment Record

<b>Area:</b>	Science	<b>Task Name:</b>	Nutrition: Loads/unloads dishwasher	<b>S-015</b>
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<b>Student Information</b> (To Be Completed in the Fall)	
<b>Student Name</b>	
<b>Date Task Selected</b>	

<b>Testing Results</b> (To Be Completed During the Testing Period in the Spring)			
	<b>Trial 1</b>	<b>Trial 2</b>	<b>Trial 3</b>
<b>Date</b>			
<b>Types of dishes</b>			
<b>Setting (1 or more)</b>			
<b>Person</b>			
<b>Runs dishwasher</b>	Yes    No	Yes    No	Yes    No

<b>Determination of Proficiency Level</b> (To Be Completed During the Testing Period in the Spring)		
<b>Check One</b>	<b>Proficiency Level</b>	<b>Criterion</b>
	Level 4 - Substantial	3 correct trials: 3 types of dishes, 1 setting, 3 people
	Level 3 - Sufficient	2 correct trials
	Level 2 - Partial	1 correct trial
	Level 1 - Minimal	No correct trials

**HYGIENE**

## UAA Task Sheet

Task Description	
Area	Science
Task Name	Hygiene: Washes and dries hands <b>S-016</b>
Task Description	Student independently washes and dries hands. Student must use soap and warm water to wash hands, and use towel or hand dryer to dry hands. (Alternative communication and technology acceptable. See pg. 19.)

Administration and Scoring	
Setup	Identify times within the context of daily activities when the student is given opportunities to wash and dry hands.
Generalization	Student must demonstrate this task across 3 people and at least 2 settings.
Instructions	Student may independently wash and dry hands, or teacher may tell student, "Please wash and dry your hands."
Examples of Task	<ul style="list-style-type: none"> <li>The student washes and dries hands before lunch.</li> <li>While working in community, student will wash and dry hands before making bread in the bakery.</li> </ul>
Scoring	Student washes and dries hands. ( <u>Washes/dries</u> )
Use of Prompts	<i>No prompts are allowed.</i> Be careful not to use physical or verbal prompts to assist the student to wash and dry hands (for example, pointing to towel to remind student to dry hands).

## Assessment Record

<b>Area:</b>	Science	<b>Task Name:</b>	Hygiene: Washes and dries hands	<b>S-016</b>
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<b>Student Information</b> (To Be Completed in the Fall)	
<b>Student Name</b>	
<b>Date Task Selected</b>	

<b>Testing Results</b> (To Be Completed During the Testing Period in the Spring)			
	Trial 1	Trial 2	Trial 3
<b>Date</b>			
<b>Setting (at least 2)</b>			
<b>Person</b>			
<b>Washes/dries</b>	Yes    No	Yes    No	Yes    No

<b>Determination of Proficiency Level</b> (To Be Completed During the Testing Period in the Spring)		
Check One	Proficiency Level	Criterion
	Level 4 - Substantial	3 correct trials: 2 settings, 3 people
	Level 3 - Sufficient	2 correct trials
	Level 2 - Partial	1 correct trial
	Level 1 - Minimal	No correct trials

## UAA Task Sheet

Task Description	
Area	Science
Task Name	Hygiene: Demonstrates toileting skills <b>S-017</b>
Task Description	Independently uses toilet, including removing clothing, voiding, and redressing. Student does not have to decide when to use the restroom; may be scheduled. This skill is demonstrated across 3 consecutive school days with no toileting accidents. (Alternative communication and technology acceptable. See pg. 19.)

Administration and Scoring	
Setup	Identify 3 consecutive school days on which toileting skills will be assessed.
Generalization	Student must demonstrate this task across 3 consecutive school days.
Instructions	Student may independently go to the restroom, or teacher may tell the student, "You may go to the restroom now."
Examples of Task	<ul style="list-style-type: none"> <li>• Student uses the restroom attached to the classroom</li> <li>• Student uses the restroom elsewhere in the school building</li> <li>• Student uses the restroom in the community</li> </ul>
Scoring	Student independently uses the restroom and has no toileting accidents during the school day. ( <u>Uses restroom</u> )
Use of Prompts	<i>No prompts are allowed.</i> Be careful not to use physical or verbal prompts to assist the student to use the restroom (for example, helping student remove clothing; saying, "Don't forget to zip your zipper.").

## Assessment Record

<b>Area:</b>	Science	<b>Task Name:</b>	Hygiene: Demonstrates toileting skills	<b>S-017</b>
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<b>Student Information</b> (To Be Completed in the Fall)	
<b>Student Name</b>	
<b>Date Task Selected</b>	

<b>Testing Results</b> (To Be Completed During the Testing Period in the Spring)			
	Trial 1	Trial 2	Trial 3
<b>Date</b>			
<b>Uses restroom; no accidents</b>	Yes    No	Yes    No	Yes    No

<b>Determination of Proficiency Level</b> (To Be Completed During the Testing Period in the Spring)		
Check One	Proficiency Level	Criterion
	Level 4 - Substantial	3 consecutive days
	Level 3 - Sufficient	2 consecutive days
	Level 2 - Partial	1 consecutive days
	Level 1 - Minimal	No days

## UAA Task Sheet

Task Description	
Area	Science
Task Name	Hygiene: Demonstrates menstrual care <b>S-018</b>
Task Description	Removes sanitary napkin, disposes of napkin appropriately, applies a clean napkin. Student does not need to decide when to change the napkin; it may be scheduled. (Alternative communication and technology acceptable. See pg. 19.)

Administration and Scoring	
Setup	Identify times during the context of daily activities when the student will need to care for menstruation needs.
Generalization	Student must demonstrate this task across 3 settings (for example, school, community, work) and 2 people.
Instructions	Student may go to the restroom independently, or teacher may tell the student, "Please change your napkin now."
Examples of Task	<ul style="list-style-type: none"> <li>• Student changes napkin at work/school</li> <li>• Student changes napkin in public restroom</li> </ul>
Scoring	Student changes napkin. ( <u>Changes napkin</u> )
Use of Prompts	<i>No prompts are allowed.</i> Be careful not to use physical or verbal prompts to assist the student (for example, helping remove and dispose of napkin; saying, "Don't forget to get a new one.").

## Assessment Record

<b>Area:</b>	Science	<b>Task Name:</b>	Hygiene: Demonstrates menstrual care	<b>S-018</b>
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### Student Information (To Be Completed in the Fall)

<b>Student Name</b>	
<b>Date Task Selected</b>	

### Testing Results

(To Be Completed During the Testing Period in the Spring)

	Trial 1	Trial 2	Trial 3
Date			
Setting			
Person (2)			
Changes napkin	Yes No	Yes No	Yes No

### Determination of Proficiency Level

(To Be Completed During the Testing Period in the Spring)

Check One	Proficiency Level	Criterion
	Level 4 - Substantial	3 correct trials: 3 settings, 2 people
	Level 3 - Sufficient	2 correct trials
	Level 2 - Partial	1 correct trial
	Level 1 - Minimal	No correct trials



## UAA Task Sheet

Task Description	
Area	Science
Task Name	Hygiene: Demonstrates basic first aid skills <b>S-019</b>
Task Description	Demonstrates what to do with a minor cut or burn (wash, cover with band-aid, tell an adult). This skill can be demonstrated during role plays. (Alternative communication and technology acceptable. See pg. 19.)

Administration and Scoring	
Setup	Create times within the context of daily activities when the student will be given opportunities to demonstrate what to do with a minor cut or burn.
Generalization	Student must demonstrate this task across 3 injuries, in 3 settings, and with 3 "injured" people (self and two others).
Instructions	Tell the student, "Look, _____ has a cut/burn. Please care for it."
Examples of Task	<ul style="list-style-type: none"> <li>• Role play student cutting self while preparing a snack</li> <li>• Role play peer burning finger during cooking class</li> </ul>
Scoring	Student independently cares for the injury (washes, bandages, tells an adult). (Cares for injury)
Use of Prompts	<i>No prompts are allowed.</i> Be careful not to use physical or verbal prompts to assist the student in caring for the injury (for example, pointing to the sink to remind student to wash the injury; saying, "Don't forget the band-aid.").

## Assessment Record

<b>Area:</b>	Science	<b>Task Name:</b>	Hygiene: Demonstrates basic first aid skills	<b>S-019</b>
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### Student Information

(To Be Completed in the Fall)

**Student Name**

**Date Task Selected**

### Testing Results

(To Be Completed During the Testing Period in the Spring)

	Trial 1	Trial 2	Trial 3
<b>Date</b>			
<b>Injury</b>			
<b>Setting</b>			
<b>Person</b>			
<b>Cares for injury (washes, bandages, tells an adult)</b>	Yes    No	Yes    No	Yes    No

### Determination of Proficiency Level

(To Be Completed During the Testing Period in the Spring)

Check One	Proficiency Level	Criterion
	Level 4 - Substantial	3 correct trials: 3 injuries, 3 settings, 3 people
	Level 3 - Sufficient	2 correct trials
	Level 2 - Partial	1 correct trial
	Level 1 - Minimal	No correct trials

## UAA Task Sheet

Task Description	
Area	Science
Task Name	Hygiene: Uses words for 5 body parts <b>S-020</b>
Task Description	Student identifies 5 body parts by name (for example, arm, leg, finger). (Alternative communication and technology acceptable. See pg. 19.)

Administration and Scoring	
Setup	Create times within the context of daily activities when the student is given opportunities to use words for body parts. Some trials should use the student's body and some should use someone else's. See examples below.
Generalization	The student must demonstrate this task across 3 settings and 3 people.
Instructions	Point to a body part and ask, "What is this?" All the vocabulary words do not need to be assessed at the same time.
Examples of Task	<ul style="list-style-type: none"> <li>Teacher points to his/her own arm and asks, "What is this?"</li> <li>When helping student put on shoes, touch foot and ask, "What is this?"</li> </ul>
Scoring	Student uses word accurately. ( <u>Accurate</u> )
Use of Prompts	<i>No prompts are allowed.</i> Be careful not to use physical or verbal prompts to assist the student in using body parts vocabulary accurately (for example, shaking head "no" as a signal of incorrect response and allowing student to try again; using the desired vocabulary word as a part of the question - "Is this your foot or leg?").

## Assessment Record

<b>Area:</b>	Science	<b>Task Name:</b>	Hygiene: Uses words for 5 body parts	<b>S-020</b>
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### Student Information (To Be Completed in the Fall)

<b>Student Name</b>	
<b>Date Task Selected</b>	

### Testing Results

(To Be Completed During the Testing Period in the Spring)

		Trial 1	Trial 2	Trial 3
<b>Date</b>				
<b>Setting</b>				
<b>Person</b>				
<b>Word 1:</b>	*	Yes No	Yes No	Yes No
<b>Word 2:</b>	*	Yes No	Yes No	Yes No
<b>Word 3:</b>	*	Yes No	Yes No	Yes No
<b>Word 4:</b>	*	Yes No	Yes No	Yes No
<b>Word 5:</b>	*	Yes No	Yes No	Yes No
<b>Overall Number Correct</b>		/15		

\*Enter the body part word that was used.

### Determination of Proficiency Level (To Be Completed During the Testing Period in the Spring)

Check One	Proficiency Level	Criterion
	Level 4 - Substantial	14-15 words used
	Level 3 - Sufficient	13 words used
	Level 2 - Partial	10-12 words used
	Level 1 - Minimal	Less than 10 words used

## UAA Task Sheet

Task Description	
Area	Science
Task Name	Hygiene: Uses and responds to names of 5 types of clothing <b>S-021</b>
Task Description	Student uses and responds to names of 5 types of clothing (for example, coat, shoes, shirt). Actual pieces of clothing (not pictures) must be used for assessment. (Alternative communication and technology acceptable. See pg. 19.)

Administration and Scoring	
Setup	Identify times within the context of daily activities when the student is given opportunities to use and respond to clothing names (for example, coat, shoes, shirt).
Generalization	The student must demonstrate this task across 3 settings and 3 people. Every piece of clothing used for assessment trials must be a new example that the student has not identified before. (For example, student identifies a shirt he has not identified previously). In two trials, the student must respond to the name of the clothing item (that is, "receptive vocabulary"), and in one trial, the student must name* the item (that is, "expressive vocabulary").
Instructions	Ask the student a question that requires using a clothing word. For example, "It's cold outside. What do you need to put on before you go out?" All the vocabulary words do not need to be assessed at the same time.
Examples of Task	<ul style="list-style-type: none"> <li>Teacher asks student to go get her coat.</li> <li>Assistant asks student to bring her the extra shirt from his cubby.</li> <li>Teacher asks, "What is in the bottom of your locker?"</li> </ul>
Scoring	Student uses and responds to clothing vocabulary accurately. ( <u>Accurate</u> )
Use of Prompts	<i>No prompts are allowed.</i> Be careful not to use physical or verbal prompts to assist the student in using clothing words correctly, for example, gesturing or pointing to item; asking, "What do you still need, shirt or shoes?").

\*Alternative communication and technology acceptable. See pg. 19.

## Assessment Record

<b>Area:</b>	Science	<b>Task Name:</b>	Hygiene: Uses and responds to names of 5 types of clothing <b>S-021</b>
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<b>Student Information</b> (To Be Completed in the Fall)	
<b>Student Name</b>	
<b>Date Task Selected</b>	

<b>Testing Results</b> (To Be Completed During the Testing Period in the Spring)				
		<b>Trial 1</b> (Responds to name)	<b>Trial 2</b> (Responds to name)	<b>Trial 3</b> (Names object)
<b>Date</b>				
<b>Setting</b>				
<b>Person</b>				
<b>Word 1:</b>	*	Yes   No	Yes   No	Yes   No
<b>Word 2:</b>	*	Yes   No	Yes   No	Yes   No
<b>Word 3:</b>	*	Yes   No	Yes   No	Yes   No
<b>Word 4:</b>	*	Yes   No	Yes   No	Yes   No
<b>Word 5:</b>	*	Yes   No	Yes   No	Yes   No
<b>Overall Number Correct</b>		/15		

\*Enter the clothing item that was used.

<b>Determination of Proficiency Level</b> (To Be Completed During the Testing Period in the Spring)		
<b>Check One</b>	<b>Proficiency Level</b>	<b>Criterion</b>
	Level 4 - Substantial	8-9 clothing words used
	Level 3 - Sufficient	7 clothing words used
	Level 2 - Partial	5-6 clothing words used
	Level 1 - Minimal	Less than 5 clothing words used

## UAA Task Sheet

Task Description	
Area	Science
Task Name	Hygiene: Dresses/undresses with no fasteners <b>S-022</b>
Task Description	Dresses and undresses independently, except assistance with fasteners (zippers, buttons, shoelaces) is acceptable. Dressing/undressing must include shirt, pants, socks, and shoes. (Alternative communication and technology acceptable. See pg. 19.)

Administration and Scoring	
Setup	If possible, assess within the context of daily activities (swimming, getting ready for school/work) when the student has opportunities to dress/undress. If necessary, create opportunities for assessment purposes.
Generalization	Student must demonstrate both dressing and undressing across one or more settings and with 2 people.
Instructions	Give the student an instruction such as, "You can change for swimming now." Or, "Get dressed for school, please."
Examples of Task	<ul style="list-style-type: none"> <li>Changing clothes before/after swimming class.</li> <li>Dressing for school/work.</li> </ul>
Scoring	Student dresses/undresses independently (help with fasteners is acceptable) (Dresses/undresses)
Use of Prompts	<i>No prompts are allowed.</i> Be careful not to use physical or verbal prompts to assist the student to dress/undress (for example, pointing to correct shoe; saying, "Are you sure that is right side out?").

## Assessment Record

<b>Area:</b>	Science	<b>Task Name:</b>	Hygiene: Dresses/undresses with no fasteners	<b>S-022</b>
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Student Information (To Be Completed in the Fall)	
<b>Student Name</b>	
<b>Date Task Selected</b>	

Testing Results (To Be Completed During the Testing Period in the Spring)						
	Trial 1		Trial 2		Trial 3	
<b>Date</b>						
<b>Person (2)</b>						
<b>Dresses</b>	Yes	No	Yes	No	Yes	No
<b>Undresses</b>	Yes	No	Yes	No	Yes	No
<b>Total Correct Responses</b>	/6					

Determination of Proficiency Level (To Be Completed During the Testing Period in the Spring)		
Check One	Proficiency Level	Criterion
	Level 4 - Substantial	6 correct trials: dresses/undresses, 2 people
	Level 3 - Sufficient	5 correct trials
	Level 2 - Partial	1-4 correct trial
	Level 1 - Minimal	No correct trials



## UAA Task Sheet

Task Description	
Area	Science
Task Name	Hygiene: Dresses/undresses with fasteners <b>S-023</b>
Task Description	Dresses and undresses independently, including fasteners (for examples, zippers, buttons, shoelaces). Dressing/undressing must include shirt, pants, socks, and shoes. (Alternative communication and technology acceptable. See pg. 19.)

Administration and Scoring	
Setup	If possible, assess within the context of daily activities (swimming, getting ready for school/work) when the student has opportunities to dress/undress. If necessary, create opportunities for assessment purposes.
Generalization	Student must demonstrate both dressing and undressing across one or more settings and with 2 people.
Instructions	Give the student an instruction such as, "You can change for swimming now." Or, "Get dressed for school, please."
Examples of Task	<ul style="list-style-type: none"> <li>Changing clothes before/after swimming class.</li> <li>Dressing for school/work.</li> </ul>
Scoring	Student dresses/undresses independently. ( <u>Dresses/undresses</u> )
Use of Prompts	<i>No prompts are allowed.</i> Be careful not to use physical or verbal prompts to assist the student to dress/undress (for example, buttoning buttons for the student; saying, "Are you sure that is right side out?").

## Assessment Record

<b>Area:</b>	Science	<b>Task Name:</b>	Hygiene: Dresses/undresses with fasteners	<b>S-023</b>
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### Student Information

(To Be Completed in the Fall)

**Student Name**

**Date Task Selected**

### Testing Results

(To Be Completed During the Testing Period in the Spring)

	Trial 1	Trial 2	Trial 3
<b>Date</b>			
<b>Person (2)</b>			
<b>Dresses</b>	Yes No	Yes No	Yes No
<b>Undresses</b>	Yes No	Yes No	Yes No
<b>Total Correct Responses</b>	/6		

### Determination of Proficiency Level

(To Be Completed During the Testing Period in the Spring)

Check One	Proficiency Level	Criterion
	Level 4 - Substantial	6 correct trials: dresses/undresses, 2 people
	Level 3 - Sufficient	5 correct trials
	Level 2 - Partial	4-1 correct trial
	Level 1 - Minimal	No correct trials

PHYSICAL FITNESS

## UAA Task Sheet

Task Description	
Area	Science
Task Name	Physical Fitness: Walking – 100 yards <b>S-024</b>
Task Description	Student independently walks 100 yards. Student must walk independently, but adult supervision is acceptable. May walk outside or at indoor facility. (Alternative communication and technology acceptable. See pg. 19.)

Administration and Scoring	
Setup	Identify times within the context of daily activities when the student is given the opportunity to walk a distance of 100 yards.
Generalization	Student must demonstrate this task across 3 settings and 3 people.
Instructions	Tell the student, "Please walk to ____."
Examples of Task	<ul style="list-style-type: none"> <li>• Student will walk 100 yards in the school building.</li> <li>• Student will walk 100 yards on the track.</li> </ul>
Scoring	Student independently walks 100 yards. ( <u>Walks</u> )
Use of Prompts	<i>No prompts are allowed.</i> Be careful not to use physical or verbal prompts to assist the student when walking (for example, holding the students arm to help support him/her).

## Assessment Record

<b>Area:</b>	Science	<b>Task Name:</b>	Physical Fitness: Walking – 100 yards	<b>S-024</b>
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### Student Information (To Be Completed in the Fall)

<b>Student Name</b>	
<b>Date Task Selected</b>	

### Testing Results

(To Be Completed During the Testing Period in the Spring)

	Trial 1	Trial 2	Trial 3
Date			
Setting			
Person			
Walks	Yes    No	Yes    No	Yes    No

### Determination of Proficiency Level

(To Be Completed During the Testing Period in the Spring)

Check One	Proficiency Level	Criterion
	Level 4 - Substantial	3 correct trials: 3 settings, 3 people
	Level 3 - Sufficient	2 correct trials
	Level 2 - Partial	1 correct trial
	Level 1 - Minimal	No correct trials

## UAA Task Sheet

Task Description	
Area	Science
Task Name	Physical Fitness: Walking – ¼ mile <b>S-025</b>
Task Description	Student independently walks ¼ mile. Student must walk independently, but adult supervision is acceptable. May walk outside or at indoor facility. (Alternative communication and technology acceptable. See pg. 19.)

Administration and Scoring	
Setup	Identify times within the context of daily activities when the student is given the opportunity to walk ¼ mile.
Generalization	Student must demonstrate this task across 3 settings and 3 people.
Instructions	Tell the student, "Please walk to ____."
Examples of Task	<ul style="list-style-type: none"> <li>• Student will walk ¼ mile to bus stop.</li> <li>• Student will walk ¼ mile on indoor track.</li> <li>• Student will walk ¼ mile to job site.</li> </ul>
Scoring	Student independently walks ¼ mile. ( <u>Walks</u> )
Use of Prompts	<i>No prompts are allowed.</i> Be careful not to use physical or verbal prompts to assist the student when walking (for example, holding the students arm to help support him/her).

## Assessment Record

<b>Area:</b>	Science	<b>Task Name:</b>	Physical Fitness: Walking – ¼ mile	<b>S-025</b>
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### Student Information (To Be Completed in the Fall)

<b>Student Name</b>	
<b>Date Task Selected</b>	

### Testing Results

(To Be Completed During the Testing Period in the Spring)

	Trial 1	Trial 2	Trial 3
Date			
Setting			
Person			
Walks	Yes    No	Yes    No	Yes    No

### Determination of Proficiency Level

(To Be Completed During the Testing Period in the Spring)

Check One	Proficiency Level	Criterion
	Level 4 - Substantial	3 correct trials: 3 settings, 3 people
	Level 3 - Sufficient	2 correct trials
	Level 2 - Partial	1 correct trial
	Level 1 - Minimal	No correct trials

## UAA Task Sheet

Task Description	
Area	Science
Task Name	Physical Fitness: Walking – 1 mile <b>S-026</b>
Task Description	Student independently walks one mile. Student must walk independently, but adult supervision is acceptable. May walk outside or at indoor facility. (Alternative communication and technology acceptable. See pg. 19.)

Administration and Scoring	
Setup	Identify times within the context of daily activities when the student is given the opportunity to walk 1 mile.
Generalization	Student must demonstrate this task across 3 settings and 3 people.
Instructions	Tell the student, "Please walk to ____."
Examples of Task	<ul style="list-style-type: none"> <li>• Student will walk 1 mile to school.</li> <li>• Student will walk 1 mile on school track.</li> <li>• Student will walk 1 mile to the store.</li> </ul>
Scoring	Student independently walks 1 mile. ( <u>Walks</u> )
Use of Prompts	<i>No prompts are allowed.</i> Be careful not to use physical or verbal prompts to assist the student when walking (for example, holding the students arm to help support him/her).



## Assessment Record

<b>Area:</b>	Science	<b>Task Name:</b>	Physical Fitness: Walking – 1 mile	<b>S-026</b>
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### Student Information (To Be Completed in the Fall)

<b>Student Name</b>	
<b>Date Task Selected</b>	

### Testing Results

(To Be Completed During the Testing Period in the Spring)

	Trial 1	Trial 2	Trial 3
Date			
Setting			
Person			
Walks	Yes   No	Yes   No	Yes   No

### Determination of Proficiency Level

(To Be Completed During the Testing Period in the Spring)

Check One	Proficiency Level	Criterion
	Level 4 - Substantial	3 correct trials: 3 settings, 3 people
	Level 3 - Sufficient	2 correct trials
	Level 2 - Partial	1 correct trial
	Level 1 - Minimal	No correct trials

## UAA Task Sheet

Task Description	
Area	Science
Task Name	Physical Fitness: Riding bike – ¼ mile <b>S-027</b>
Task Description	Independently rides a bike ¼ mile. Student must independently ride the bike, but adult supervision is acceptable. (Alternative communication and technology acceptable. See pg. 19.)

Administration and Scoring	
Setup	Identify times within the context of daily activities when the student is given the opportunity to ride bike ¼ mile.
Generalization	Student must demonstrate this task across 3 settings and 3 people.
Instructions	Tell student, "You may ride your bike to ____."
Examples of Task	<ul style="list-style-type: none"> <li>• Student will ride bike to park.</li> <li>• Student will ride bike to store.</li> <li>• Student will ride bike to job site.</li> </ul>
Scoring	Student independently rides bike ¼ mile. ( <u>Rides bike</u> )
Use of Prompts	<i>No prompts are allowed.</i> Be careful not to use physical or verbal prompts to assist the student when riding bike (for example, holding the bike handle to help the student balance).

## Assessment Record

<b>Area:</b>	Science	<b>Task Name:</b>	Physical Fitness: Riding bike – ¼ mile	<b>S-027</b>
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<b>Student Information</b> (To Be Completed in the Fall)	
<b>Student Name</b>	
<b>Date Task Selected</b>	

<b>Testing Results</b> (To Be Completed During the Testing Period in the Spring)			
	Trial 1	Trial 2	Trial 3
<b>Date</b>			
<b>Setting</b>			
<b>Person</b>			
<b>Rides Bike</b>	Yes    No	Yes    No	Yes    No

<b>Determination of Proficiency Level</b> (To Be Completed During the Testing Period in the Spring)		
Check One	Proficiency Level	Criterion
	Level 4 - Substantial	3 correct trials: 3 settings, 3 people
	Level 3 - Sufficient	2 correct trials
	Level 2 - Partial	1 correct trial
	Level 1 - Minimal	No correct trials

## UAA Task Sheet

Task Description	
Area	Science
Task Name	Physical Fitness: Riding bike – 2 miles <b>S-028</b>
Task Description	Independently rides a bike 2 miles. Student must independently ride the bike, but adult supervision is acceptable. (Alternative communication and technology acceptable. See pg. 19.)

Administration and Scoring	
Setup	Identify times within the context of daily activities when the student is given the opportunity to ride bike 2 miles.
Generalization	Student must demonstrate this task across 3 settings and 3 people.
Instructions	Tell student, "You may ride your bike to ____."
Examples of Task	<ul style="list-style-type: none"> <li>• Student rides bike to park.</li> <li>• Student rides bike to store.</li> <li>• Student rides bike to job site.</li> </ul>
Scoring	Student independently rides bike 2 miles. ( <u>Rides bike</u> )
Use of Prompts	<i>No prompts are allowed.</i> Be careful not to use physical or verbal prompts to assist the student when riding bike (for example, holding the bike handle to help the student balance).

## Assessment Record

<b>Area:</b>	Science	<b>Task Name:</b>	Physical Fitness: Riding bike – 2 miles	<b>S-028</b>
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<b>Student Information</b> (To Be Completed in the Fall)	
<b>Student Name</b>	
<b>Date Task Selected</b>	

<b>Testing Results</b> (To Be Completed During the Testing Period in the Spring)			
	Trial 1	Trial 2	Trial 3
<b>Date</b>			
<b>Setting</b>			
<b>Person</b>			
<b>Rides bike</b>	Yes    No	Yes    No	Yes    No

<b>Determination of Proficiency Level</b> (To Be Completed During the Testing Period in the Spring)		
Check One	Proficiency Level	Criterion
	Level 4 - Substantial	3 correct trials: 3 settings, 3 people
	Level 3 - Sufficient	2 correct trials
	Level 2 - Partial	1 correct trial
	Level 1 - Minimal	No correct trials

## UAA Task Sheet

Task Description	
Area	Science
Task Name	Physical Fitness: Swimming – length of pool <b>S-029</b>
Task Description	Will independently swim length of pool. Student must swim independently, but adult supervision is acceptable. (Alternative communication and technology acceptable. See pg. 19.)

Administration and Scoring	
Setup	Identify times within the context of daily activities when the student will be given the opportunity to swim.
Generalization	Student must demonstrate this task across 3 trials and 3 people.
Instructions	Tell the student, "Please swim to the other end of the pool."
Examples of Task	<ul style="list-style-type: none"> <li>Student will swim the length of the pool.</li> </ul>
Scoring	Student will independently swim the length of the pool. ( <u>Swims</u> )
Use of Prompts	<i>No prompts are allowed.</i> Be careful not to use physical or verbal prompts to assist the student when swimming (for example, physically supporting the student).

## Assessment Record

<b>Area:</b>	Science	<b>Task Name:</b>	Physical Fitness: Swimming – length of pool	<b>S-029</b>
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### Student Information (To Be Completed in the Fall)

<b>Student Name</b>	
<b>Date Task Selected</b>	

### Testing Results

(To Be Completed During the Testing Period in the Spring)

	Trial 1	Trial 2	Trial 3
<b>Date</b>			
<b>Person</b>			
<b>Swims</b>	Yes No	Yes No	Yes No

### Determination of Proficiency Level

(To Be Completed During the Testing Period in the Spring)

Check One	Proficiency Level	Criterion
	Level 4 - Substantial	3 correct trials and 3 people
	Level 3 - Sufficient	2 correct trials
	Level 2 - Partial	1 correct trial
	Level 1 - Minimal	No correct trials

## UAA Task Sheet

Task Description	
Area	Science
Task Name	Physical Fitness: Swimming – 3 laps <b>S-030</b>
Task Description	Will independently swim 3 laps of pool. Student must swim independently, but adult supervision is acceptable. (Alternative communication and technology acceptable. See pg. 19.)

Administration and Scoring	
Setup	Identify times within the context of daily activities when the student will be given the opportunity to swim.
Generalization	Student must demonstrate this task across 3 trials and 3 people.
Instructions	Tell the student, "Please swim 3 laps in the pool."
Examples of Task	<ul style="list-style-type: none"> <li>Student will swim 3 laps of the pool.</li> </ul>
Scoring	<ul style="list-style-type: none"> <li>Student will independently swim 3 laps of the pool. (<u>Swims</u>)</li> </ul>
Use of Prompts	<i>No prompts are allowed.</i> Be careful not to use physical or verbal prompts to assist the student when swimming (for example, physically supporting the student).



## Assessment Record

<b>Area:</b>	Science	<b>Task Name:</b>	Physical Fitness: Swimming – 3 laps	<b>S-030</b>
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### Student Information (To Be Completed in the Fall)

<b>Student Name</b>	
<b>Date Task Selected</b>	

### Testing Results

(To Be Completed During the Testing Period in the Spring)

	Trial 1	Trial 2	Trial 3
<b>Date</b>			
<b>Person</b>			
<b>Swims</b>	Yes No	Yes No	Yes No

### Determination of Proficiency Level

(To Be Completed During the Testing Period in the Spring)

Check One	Proficiency Level	Criterion
	Level 4 - Substantial	3 correct trials and 3 people
	Level 3 - Sufficient	2 correct trials
	Level 2 - Partial	1 correct trial
	Level 1 - Minimal	No correct trials

ENVIRONMENT

S-031 Environment: Controls audio and/or visual environment by turning switches on/off

## UAA Task Sheet

Task Description	
Area	Science
Task Name	Environment: Controls audio and/or visual environment by turning switches on/off <b>S-031</b>
Task Description	Student uses switches and buttons to control audio and visual environment (for example, turns CD/tape player on/off). (Alternative communication and technology acceptable. See pg. 19.)

Administration and Scoring	
Setup	Identify times within the context of daily activities when the student is given opportunities to turn audio or visual equipment on/off. Standard or customized switches/buttons may be used.
Generalization	Student must demonstrate this skill across 3 pieces of equipment, 3 settings, and 3 people.
Instructions	Tell the student, "Please turn the _____ on/off."
Examples of Task	<ul style="list-style-type: none"> <li>• Student turns the cd player on during free time</li> <li>• Student turns the TV on to watch a video</li> </ul>
Scoring	Student independently operates the switch. ( <u>Operates</u> )
Use of Prompts	<i>No prompts are allowed.</i> Be careful not to use physical or verbal prompts to assist the student to turn switch on/off (for example, saying, "Pull the switch down."; saying, "Push the red button to turn it on.").

## Assessment Record

<b>Area:</b>	Science	<b>Task Name:</b>	Environment: Controls audio and/or visual environment by turning switches on/off <b>S-031</b>
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<b>Student Information</b> (To Be Completed in the Fall)	
<b>Student Name</b>	
<b>Date Task Selected</b>	

<b>Testing Results</b> (To Be Completed During the Testing Period in the Spring)						
	Trial 1		Trial 2		Trial 3	
<b>Date</b>						
<b>Equipment</b>						
<b>Setting</b>						
<b>Person</b>						
<b>Operates</b>	Yes	No	Yes	No	Yes	No

<b>Determination of Proficiency Level</b> (To Be Completed During the Testing Period in the Spring)		
Check One	Proficiency Level	Criterion
	Level 4 - Substantial	3 correct trials: 3 pieces of equipment, 3 settings, 3 people
	Level 3 - Sufficient	2 correct trials
	Level 2 - Partial	1 correct trial
	Level 1 - Minimal	No correct trials

## UAA Task Sheet

Task Description	
Area	Science
Task Name	Environment: Controls audio and/or visual environment by operating audio and/or visual technology <b>S-032</b>
Task Description	Student uses switches and buttons to control audio and visual environment (for example, selects function on CD/tape player, adjusts volume on radio, changes channels on TV). (Alternative communication and technology acceptable. See pg. 19.)

Administration and Scoring	
Setup	Identify times within the context of daily activities when the student is given opportunities to control audio or visual equipment. Standard or customized switches/buttons may be used.
Generalization	Student must demonstrate this skill across 3 pieces of equipment, 3 settings, and 3 people.
Instructions	Provide the student with an instruction, such as, "Please turn the music down." or, "Please change the radio station."
Examples of Task	<ul style="list-style-type: none"> <li>• Ask student to turn the volume up on the video</li> <li>• Ask student to skip the song on the DVD to the next song to be sung during music time</li> <li>• Ask student to change the channel on the TV</li> </ul>
Scoring	Student operates audio and/or video technology. ( <u>Operates</u> )
Use of Prompts	<i>No prompts are allowed.</i> Be careful not to use physical or verbal prompts to assist the student to operate the audio and/or video technology (for example, gesturing, tapping, or pointing to the switch; saying, "Turn the big switch on the front of the CD player.").

## Assessment Record

<b>Area:</b>	Science	<b>Task Name:</b>	Environment: Controls audio and/or visual environment by operating audio and/or visual technology <b>S-032</b>
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Student Information (To Be Completed in the Fall)	
Student Name	
Date Task Selected	

Testing Results (To Be Completed During the Testing Period in the Spring)			
	Trial 1	Trial 2	Trial 3
Date			
Equipment			
Action			
Setting			
Person			
Operates	Yes    No	Yes    No	Yes    No

Determination of Proficiency Level (To Be Completed During the Testing Period in the Spring)		
Check One	Proficiency Level	Criterion
	Level 4 - Substantial	3 correct trials: 3 pieces of equipment, 3 settings, 3 people
	Level 3 - Sufficient	2 correct trials
	Level 2 - Partial	1 correct trial
	Level 1 - Minimal	No correct trials

## UAA Task Sheet

Task Description	
Area	Science
Task Name	Environment: Responds to environmental sounds – takes action <b>S-033</b>
Task Description	Student responds to common environmental sounds by taking appropriate action (for example, answers door or tells someone else to when door bell rings, takes food out of microwave when microwave beeps). (Alternative communication and technology acceptable. See pg. 19.)

Administration and Scoring	
Setup	Identify times within the context of daily activities when the student is given opportunities to respond to environmental sounds.
Generalization	Student must demonstrate this skill across 3 sounds, 3 settings, and 3 people.
Instructions	None; upon hearing the environmental sound, the student responds appropriately.
Examples of Task	<ul style="list-style-type: none"> <li>• Door bell – student answers door</li> <li>• Beeper/timer in classroom – student transitions to next activity</li> <li>• Telephone rings – student answers the phone</li> </ul>
Scoring	Student responds appropriately to the environmental sound. Student must respond with an appropriate action specific to the sound to be scored as correct. (Responds)
Use of Prompts	<i>No prompts are allowed.</i> Be careful not to use physical or verbal prompts to assist the student to respond (for example, looking or moving toward the ringing phone; saying, "The timer went off, what do you need to do now?").

## Assessment Record

<b>Area:</b>	Science	<b>Task Name:</b>	Environment: Responds to environmental sounds – takes action <b>S-033</b>
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<b>Student Information</b> (To Be Completed in the Fall)	
<b>Student Name</b>	
<b>Date Task Selected</b>	

<b>Testing Results</b> (To Be Completed During the Testing Period in the Spring)						
	Trial 1		Trial 2		Trial 3	
<b>Date</b>						
<b>Sound</b>						
<b>Action</b>						
<b>Setting</b>						
<b>Person</b>						
<b>Responds</b>	Yes	No	Yes	No	Yes	No

<b>Determination of Proficiency Level</b> (To Be Completed During the Testing Period in the Spring)		
Check One	Proficiency Level	Criterion
	Level 4 - Substantial	3 correct trials: 3 sounds, 3 settings, 3 people
	Level 3 - Sufficient	2 correct trials
	Level 2 - Partial	1 correct trial
	Level 1 - Minimal	No correct trials



GEOGRAPHY/TRANSPORTATION

## UAA Task Sheet

### Task Description

<b>Area</b>	Science
<b>Task Name</b>	Geography/Transportation: Uses 5 land features words <b>S-034</b>
<b>Task Description</b>	Student identifies 5 land features (for example, river, lake, ocean, mountain, desert) by name. (Alternative communication and technology acceptable. See pg. 19.)

### Administration and Scoring

<b>Setup</b>	Identify/create times within the context of daily activities when the student is given opportunities to use land features words (for example, river, lake, ocean, mountain, desert). For practical purposes, use pictures to assess. However, as much as possible use actual geographic features during instruction (for example, identify the river when on a field trip).
<b>Generalization</b>	The student must demonstrate this task across 3 settings and 3 people. Every picture used for assessment trials must be a new example that the student has not identified before. (For example, student identifies lake from a picture she has not seen previously).
<b>Instructions</b>	Ask the student a question that requires using a land features word. For example, "Where is the boat?" All the vocabulary words do not need to be assessed at the same time.
<b>Examples of Task</b>	<ul style="list-style-type: none"> <li>Pointing to a picture in an outdoor magazine, ask, "What is the man fishing in?"</li> <li>Present a photo of a mountain and ask, "What is this?"</li> </ul>
<b>Scoring</b>	Student uses geography words accurately. ( <u>Accurate</u> )
<b>Use of Prompts</b>	<i>No prompts are allowed.</i> Be careful not to use physical or verbal prompts to assist the student in using land features words correctly (for example, using the target word as a part of the question - "Is this a river or a mountain?"; "Which one is a lake?").

## Assessment Record

<b>Area:</b>	Science	<b>Task Name:</b>	Geography/Transportation: Uses 5 land features words <b>034</b>	<b>S-</b>
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<b>Student Information</b> (To Be Completed in the Fall)	
<b>Student Name</b>	
<b>Date Task Selected</b>	

<b>Testing Results</b> (To Be Completed During the Testing Period in the Spring)					
		Trial 1	Trial 2	Trial 3	
<b>Date</b>					
<b>Setting</b>					
<b>Person</b>					
<b>Word 1:</b>	*	Yes No	Yes No	Yes	No
<b>Word 2:</b>	*	Yes No	Yes No	Yes	No
<b>Word 3:</b>	*	Yes No	Yes No	Yes	No
<b>Word 4:</b>	*	Yes No	Yes No	Yes	No
<b>Word 5:</b>	*	Yes No	Yes No	Yes	No
<b>Overall Number Correct</b>		/15			

\*Enter the geography word that was used.

<b>Determination of Proficiency Level</b> (To Be Completed During the Testing Period in the Spring)		
Check One	Proficiency Level	Criterion
	Level 4 - Substantial	14-15 words used
	Level 3 - Sufficient	13 words used
	Level 2 - Partial	10-12 words used
	Level 1 - Minimal	Less than 10 words used

## UAA Task Sheet

### Task Description

<b>Area</b>	Science
<b>Task Name</b>	Geography/Transportation: Uses 5 transportation words <b>S-035</b>
<b>Task Description</b>	Student uses transportation vocabulary (for example, car, bus, train). (Alternative communication and technology acceptable. See pg. 19.)

### Administration and Scoring

<b>Setup</b>	Identify times within the context of daily activities when the student is given opportunities to use transportation vocabulary (for example, car, bus, train). To the degree possible, use actual vehicles for assessment. Pictures are acceptable when necessary.
<b>Generalization</b>	The student must demonstrate this task across 3 settings and 3 people. To the degree possible, the vehicles (whether actual or picture) used for assessment trials should be a new example that the student has not identified before. (For example, student identifies a car he has not seen previously).
<b>Instructions</b>	Ask the student a question that requires using a transportation word. For example, "How did you get to school today?" All the vocabulary words do not need to be assessed at the same time.
<b>Examples of Task</b>	<ul style="list-style-type: none"> <li>Teacher points to a car and asks, "What is that?"</li> <li>Teacher asks, "How did we get to the theatre yesterday for the play?" Student responds, "On the bus."</li> <li>After reading a book with the child, assistant asks, "What did the toys ride over the mountain on?" Child responds, "A train."</li> </ul>
<b>Scoring</b>	Student accurately uses transportation words. ( <u>Accurate</u> )
<b>Use of Prompts</b>	<i>No prompts are allowed.</i> Be careful not to use physical or verbal prompts to assist the student in using transportation words correctly (for example, using the desired vocabulary word as a part of request/question – "Is this an airplane or a train?").

## Assessment Record

<b>Area:</b>	Science	<b>Task Name:</b>	Geography/Transportation: Uses 5 transportation words <b>S-035</b>
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<b>Student Information</b> (To Be Completed in the Fall)	
<b>Student Name</b>	
<b>Date Task Selected</b>	

<b>Testing Results</b> (To Be Completed During the Testing Period in the Spring)					
		Trial 1	Trial 2	Trial 3	
<b>Date</b>					
<b>Setting</b>					
<b>Person</b>					
<b>Word 1:</b>	*	Yes No	Yes No	Yes No	
<b>Word 2:</b>	*	Yes No	Yes No	Yes No	
<b>Word 3:</b>	*	Yes No	Yes No	Yes No	
<b>Word 4:</b>	*	Yes No	Yes No	Yes No	
<b>Word 5:</b>	*	Yes No	Yes No	Yes No	
<b>Overall Number Correct</b>		/15			

\*Enter the transportation word that was used.

<b>Determination of Proficiency Level</b> (To Be Completed During the Testing Period in the Spring)		
Check One	Proficiency Level	Criterion
	Level 4 - Substantial	8-9 words used
	Level 3 - Sufficient	7 words used
	Level 2 - Partial	5-6 words used
	Level 1 - Minimal	Less than 5 words used

## UAA Task Sheet

Task Description	
Area	Science
Task Name	Geography/Transportation: Follows pedestrian rules <b>S-036</b>
Task Description	Student crosses street safely at intersections with and without traffic lights. Student must independently determine when it is safe to cross. Of course, this task must be closely supervised and the teacher should intervene if there is risk of injury. (Alternative communication and technology acceptable. See pg. 19.)

Administration and Scoring	
Setup	Identify times within the context of daily activities when the student is given opportunities to follow pedestrian rules.
Generalization	The student must demonstrate this task at 3 intersections with traffic lights and 3 intersections without traffic lights. These trials must include at least 3 different people.
Instructions	Tell the student, "You may cross the street when it is safe."
Examples of Task	<ul style="list-style-type: none"> <li>Looking both ways before crossing the street</li> <li>When at crosswalk, crosses with the "Walk" light</li> </ul>
Scoring	Student independently crosses street when it is safe. ( <u>Crosses</u> )
Use of Prompts	<i>No prompts are allowed.</i> Be careful not to use physical or verbal prompts to assist the student to follow pedestrian rules (for example, shaking head no if it is not safe to cross; saying, "Look, doesn't that say 'Don't Walk'?").

## Assessment Record

<b>Area:</b>	Science	<b>Task Name:</b>	Geography/Transportation: Follows pedestrian rules <b>S-036</b>
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### Student Information

(To Be Completed in the Fall)

Student Name

Date Task Selected

### Testing Results

(To Be Completed During the Testing Period in the Spring)

	Trial 1	Trial 2	Trial 3
<b>Intersection With Light</b>			
Date			
Setting			
Person			
Crosses	Yes No	Yes No	Yes No
<b>Intersection Without Light</b>			
Date			
Setting			
Person			
Crosses	Yes No	Yes No	Yes No
	/6		

### Determination of Proficiency Level

(To Be Completed During the Testing Period in the Spring)

Check One	Proficiency Level	Criterion
	Level 4 - Substantial	6 correct trials
	Level 3 - Sufficient	Not applicable*
	Level 2 - Partial	4 – 5 correct trial
	Level 1 - Minimal	Less than 4 correct trials

\*If the student fails to cross the street safely, even on one of the six trials, this is not considered to be a “sufficient” level of proficiency.

## UAA Task Sheet

Task Description	
Area	Science
Task Name	Geography/Transportation: Uses public bus system <b>S-037</b>
Task Description	<p>Uses public bus system to navigate the city. The student must get on and off at the appropriate stops. It is acceptable to help the student identify the appropriate stop before boarding. The student must then independently indicate the appropriate stop to exit. Supervision (for example, shadowing the student) is acceptable, but the student must make decisions regarding getting on and off the bus independently.</p> <p>(Alternative communication and technology acceptable. See pg. 19.)</p>

Administration and Scoring	
Setup	Identify times within the context of daily activities when the student is given the opportunity to use the public bus system. Students should be closely supervised during this activity and the teacher should intervene if there is risk of injury.
Generalization	Student must demonstrate this task riding the bus to 3 destinations and with 3 people.
Instructions	Tell the student, "You can take the bus to ____."
Examples of Task	<ul style="list-style-type: none"> <li>• Riding public bus to and from school</li> <li>• Riding public bus to go to the mall</li> <li>• Riding public bus to and from work</li> </ul>
Scoring	Student accesses public bus system. ( <u>Accesses</u> )
Use of Prompts	<i>No prompts are allowed.</i> Be careful not to use physical or verbal prompts to assist the student to use public bus (for example, nodding head as the bus approaches the appropriate stop; saying, "You want the next stop, right?").



## Assessment Record

<b>Area:</b>	Science	<b>Task Name:</b>	Geography/Transportation: Uses public bus system	<b>S-037</b>
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### Student Information (To Be Completed in the Fall)

<b>Student Name</b>	
<b>Date Task Selected</b>	

### Testing Results

(To Be Completed During the Testing Period in the Spring)

	Trial 1	Trial 2	Trial 3
Date			
Destination			
Person			
Accesses	Yes    No	Yes    No	Yes    No

### Determination of Proficiency Level

(To Be Completed During the Testing Period in the Spring)

Check One	Proficiency Level	Criterion
	Level 4 - Substantial	3 correct trials: 3 destinations, 3 people
	Level 3 - Sufficient	2 correct trials
	Level 2 - Partial	1 correct trial
	Level 1 - Minimal	No correct trials

## UAA Task Sheet

Task Description	
Area	Science
Task Name	Geography/Transportation: ID 5 places and activities in the school <b>S-038</b>
Task Description	<p>Student will identify 5 different places within the school grounds. Student indicates where he/she is and what he/she does there (for example, lunchroom – we eat lunch here).</p> <p>(Alternative communication and technology acceptable. See pg. 19.)</p>

Administration and Scoring	
Setup	Identify times within the context of daily activities when the student is given opportunities to identify places in the school and what he/she does there. Keep in mind that there may be more than one correct answer to what the student does there.
Generalization	Student must demonstrate this skill across 5 places and 3 people.
Instructions	<p>Ask the student, "Where are we?"</p> <p>After the student responds, ask, "What do we do here?"</p>
Examples of Task	<ul style="list-style-type: none"> <li>When in the media center, ask, "Where are we?" "What do we do in here?"</li> <li>When in the school office, ask "Where are we?" "What do we do here?"</li> </ul>
Scoring	<p>Student identifies a place in the school. (<u>Identifies</u>)</p> <p>Student indicates what he/she does in that room. (<u>Indicates</u>)</p>
Use of Prompts	<i>No prompts are allowed.</i> Be careful not to use physical or verbal prompts to assist the student in identifying what room he/she is in and what he/she does in that room (for example, saying, "This is the room we come once a week to bring our books back.").

## Assessment Record

<b>Area:</b>	Science	<b>Task Name:</b>	Geogr/Transport: ID 5 places & activities in the school <b>S-038</b>
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### Student Information (To Be Completed in the Fall)

<b>Student Name</b>	
<b>Date Task Selected</b>	

### Testing Results

(To Be Completed During the Testing Period in the Spring)

	Trial 1	Trial 2	Trial 3
<b>Dates</b>			
<b>Place 1:</b>	*		
<b>Identifies Place</b>	Yes No	Yes No	Yes No
<b>Indicates Activity</b>	Yes No	Yes No	Yes No
<b>Place 2:</b>	*		
<b>Identifies Place</b>	Yes No	Yes No	Yes No
<b>Indicates Activity</b>	Yes No	Yes No	Yes No
<b>Place 3:</b>	*		
<b>Identifies Place</b>	Yes No	Yes No	Yes No
<b>Indicates Activity</b>	Yes No	Yes No	Yes No
<b>Place 4:</b>	*		
<b>Identifies Place</b>	Yes No	Yes No	Yes No
<b>Indicates Activity</b>	Yes No	Yes No	Yes No
<b>Place 5:</b>	*		
<b>Identifies Place</b>	Yes No	Yes No	Yes No
<b>Indicates Activity</b>	Yes No	Yes No	Yes No
<b>Correct Responses</b>	/30		

\*Enter the place

### Determination of Proficiency Level (To Be Completed During the Testing Period in the Spring)

Check One	Proficiency Level	Criterion
	Level 4 - Substantial	28-30 correct trials
	Level 3 - Sufficient	25-27 correct trials
	Level 2 - Partial	20-24 correct trial
	Level 1 - Minimal	Less than 20 correct trials

## UAA Task Sheet

Task Description	
Area	Science
Task Name	Geography/Transportation: ID 5 places and activities in the community <b>S-039</b>
Task Description	Within the community, student identifies 5 places and indicates typical activities (for example, McDonald's – we eat here; grocery store, we get food here). (Alternative communication and technology acceptable. See pg. 19.)

Administration and Scoring	
Setup	Identify times within the context of daily activities when the student is given opportunities to be in different places around the community (for example, McDonald's, grocery store, video store, doctor's office, post office).
Generalization	Student must demonstrate this skill across 3 people and 5 settings.
Instructions	Ask the student, "Where are we?" After the student responds, ask, "What do we do here?"
Examples of Task	<ul style="list-style-type: none"> <li>When in the grocery store, ask, "Where are we?" "What do we do here?"</li> <li>When in the post office, ask, "Where are we?" "What do we do here?"</li> </ul>
Scoring	Student identifies a place in the community. ( <u>Identifies</u> ) Student indicates what he/she does there. ( <u>Indicates</u> )
Use of Prompts	<i>No prompts are allowed.</i> Be careful not to use physical or verbal prompts to assist the student in identifying what place he/she is at and telling what he/she does there (for example, "This is the place we shop at every Friday for our cooking class.").

## Assessment Record

**Area:** Science **Task Name:** Geogr/Trans: ID 5 places & activities in the community **S-039**

### Student Information (To Be Completed in the Fall)

**Student Name**

**Date Task Selected**

### Testing Results

(To Be Completed During the Testing Period in the Spring)

	Trial 1	Trial 2	Trial 3
<b>Dates</b>			
<b>Place 1:</b>	*		
<b>Identifies Place</b>	Yes No	Yes No	Yes No
<b>Indicates Activity</b>	Yes No	Yes No	Yes No
<b>Place 2:</b>	*		
<b>Identifies Place</b>	Yes No	Yes No	Yes No
<b>Indicates Activity</b>	Yes No	Yes No	Yes No
<b>Place 3:</b>	*		
<b>Identifies Place</b>	Yes No	Yes No	Yes No
<b>Indicates Activity</b>	Yes No	Yes No	Yes No
<b>Place 4:</b>	*		
<b>Identifies Place</b>	Yes No	Yes No	Yes No
<b>Indicates Activity</b>	Yes No	Yes No	Yes No
<b>Place 5:</b>	*		
<b>Identifies Place</b>	Yes No	Yes No	Yes No
<b>Indicates Activity</b>	Yes No	Yes No	Yes No
<b>Correct Responses</b>	/30		

\*Enter the place

### Determination of Proficiency Level (To Be Completed During the Testing Period in the Spring)

Check One	Proficiency Level	Criterion
	Level 4 - Substantial	28-30 correct trials
	Level 3 - Sufficient	25-27 correct trials
	Level 2 - Partial	20-24 correct trial
	Level 1 - Minimal	Less than 20 correct trials

## UAA Task Sheet

### Task Description

<b>Area</b>	Science
<b>Task Name</b>	Geography/Transportation: ID 10 places & activities in the community <b>S-040</b>
<b>Task Description</b>	Within the community, student identifies 10 places and indicates typical activities (for example, McDonald's – we eat here; grocery store, we get food here). (Alternative communication and technology acceptable. See pg. 19.)

### Administration and Scoring

<b>Setup</b>	Identify times within the context of daily activities when the student is given opportunities to be in different places around the community (for example, McDonald's, grocery store, video store, doctor's office, post office).
<b>Generalization</b>	Student must demonstrate this skill across 3 people and 10 settings.
<b>Instructions</b>	Ask the student, "Where are we?" After the student responds, ask, "What do we do here?"
<b>Examples of Task</b>	<ul style="list-style-type: none"> <li>When in the grocery store, ask, "Where are we?" "What do we do here?"</li> <li>When in the post office, ask, "Where are we?" "What do we do here?"</li> </ul>
<b>Scoring</b>	Student identifies a place in the community. ( <u>Identifies</u> ) Student indicates what he/she does there. ( <u>Indicates</u> )
<b>Use of Prompts</b>	<i>No prompts are allowed.</i> Be careful not to use physical or verbal prompts to assist the student in identifying what place he/she is at and telling what he/she does there (for example, "This is the place we shop at every Friday for our cooking class.").

## Assessment Record

<b>Area:</b>	Science	<b>Task Name:</b>	Geography/Transportation: ID 10 places & activities in the community	<b>S-040</b>
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### Student Information (To Be Completed in the Fall)

<b>Student Name</b>	
<b>Date Task Selected</b>	

### Testing Results (To Be Completed During the Testing Period in the Spring)

		Trial 1		Trial 2		Trial 3	
<b>Place 1:</b>	*	Yes	No	Yes	No	Yes	No
<b>Place 2:</b>	*	Yes	No	Yes	No	Yes	No
<b>Place 3:</b>	*	Yes	No	Yes	No	Yes	No
<b>Place 4:</b>	*	Yes	No	Yes	No	Yes	No
<b>Place 5:</b>	*	Yes	No	Yes	No	Yes	No
<b>Place 6:</b>	*	Yes	No	Yes	No	Yes	No
<b>Place 7:</b>	*	Yes	No	Yes	No	Yes	No
<b>Place 8:</b>	*	Yes	No	Yes	No	Yes	No
<b>Place 9:</b>	*	Yes	No	Yes	No	Yes	No
<b>Place 10:</b>	*	Yes	No	Yes	No	Yes	No
<b>Correct Responses</b>		/30					

\*Enter the place

Circle YES only if student identifies the place **and** indicates the typical activity.

### Determination of Proficiency Level (To Be Completed During the Testing Period in the Spring)

Check One	Proficiency Level	Criterion
	Level 4 - Substantial	28-30 correct trials
	Level 3 - Sufficient	25-27 correct trials
	Level 2 - Partial	20-24 correct trial
	Level 1 - Minimal	Less than 20 correct trials

TEMPERATURE



S-041 Temperature: Indicates that objects are hot/cold/comfortable

## UAA Task Sheet

Task Description	
Area	Science
Task Name	Temperature: Indicates that objects are hot/cold/comfortable <b>S-041</b>
Task Description	When asked if something is too cold/hot/comfortable (for example, washcloth when face is being washed, food when being fed/eating) responds yes/no. (Alternative communication and technology acceptable. See pg. 19.)

Administration and Scoring	
Setup	Identify times within the context of daily activities when the student is given opportunities to indicate if something is too hot, too cold or comfortable. You may set up the situation to give the student the opportunity to make each response (for example, present the student with cold soup for lunch). Take care not to present student with something so hot as to be dangerous.
Generalization	Student must demonstrate this skill across 3 objects and 3 people for each temperature (too hot/cold/comfortable).
Instructions	When the student has an item, ask "Is the (object) (temperature word)?"
Examples of Task	<ul style="list-style-type: none"> <li>At lunch, ask "Is your soup too hot?"</li> <li>When washing hands, ask "Is the water too cold?"</li> <li>When helping the student wash his/her face, ask, "Is the washcloth "comfortable" (or "okay")?"</li> </ul>
Scoring	Student responds yes/no correctly to the question. (Responds)
Use of Prompts	<i>No prompts are allowed.</i> Be careful not to use physical or verbal prompts to assist the student to respond (for example, saying, "This is too cold, isn't it?").

## Assessment Record

<b>Area:</b>	Science	<b>Task Name:</b>	Temperature: Indicates that objects are hot/cold/comfortable <b>S-041</b>
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<b>Student Information</b> (To Be Completed in the Fall)	
<b>Student Name</b>	
<b>Date Task Selected</b>	

<b>Testing Results</b> (To Be Completed During the Testing Period in the Spring)						
	Trial 1		Trial 2		Trial 3	
<b>Too Cold</b>						
<b>Object</b>						
<b>Person</b>						
<b>Responds</b>	Yes	No	Yes	No	Yes	No
<b>Comfortable</b>						
<b>Object</b>						
<b>Person</b>						
<b>Responds</b>	Yes	No	Yes	No	Yes	No
<b>Too Hot</b>						
<b>Object</b>						
<b>Person</b>						
<b>Responds</b>	Yes	No	Yes	No	Yes	No
<b>Correct Responses</b>	/9					

<b>Determination of Proficiency Level</b> (To Be Completed During the Testing Period in the Spring)		
Check One	Proficiency Level	Criterion
	Level 4- Substantial	9 correct trials
	Level 3- Sufficient	8 correct trials
	Level 2- Partial	6 or 7 correct trial
	Level 1- Minimal	less than 6 correct trials

S-042 Temperature: Indicates that body is too hot/cold

## UAA Task Sheet

Task Description	
Area	Science
Task Name	Temperature: Indicates that body is too hot/cold <b>S-042</b>
Task Description	Responds appropriately to feeling too hot/cold by telling an appropriate person (for example, teacher, assistant). Adult can then assist with putting sweater on/off, opening/closing a window, etc. (Alternative communication and technology acceptable. See pg. 19.)

Administration and Scoring	
Setup	Identify times within the context of daily activities when the student is given opportunities to indicate if he is too hot or cold. You may set up the situation to give the student the opportunity to make each response (for example, open a window near the student). An adult may then assist with putting sweater on/off, opening/closing a window, etc.
Generalization	Student must demonstrate this skill across 6 situations (with 3 expected to elicit a "too hot" response and 3 expected to elicit a "too cold" response), 3 settings, and 3 people.
Instructions	None. Student must independently tell someone if he/she is too hot/cold..
Examples of Task	<ul style="list-style-type: none"> <li>At recess, student tells playground monitor he/she is too hot/cold.</li> <li>When sitting near the fan in the classroom, tells teacher he/she is too cold.</li> <li>Sitting in the sun at a picnic, tells teacher he/she is too hot.</li> </ul>
Scoring	Student independently tells someone he/she is too cold/hot. ( <u>Tells someone</u> )
Use of Prompts	<i>No prompts are allowed.</i> Be careful not to use physical or verbal prompts to assist the student to respond (for example, look at child questioningly after opening the window, shivering or fanning self).

## Assessment Record

<b>Area:</b>	Science	<b>Task Name:</b>	Temperature: Indicates that body is too hot/cold	<b>S-042</b>
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### Student Information (To Be Completed in the Fall)

<b>Student Name</b>	
<b>Date Task Selected</b>	

### Testing Results

(To Be Completed During the Testing Period in the Spring)

	Trial 1	Trial 2	Trial 3
<b>Too Cold</b>			
<b>Situation</b>			
<b>Person</b>			
<b>Tells Someone</b>	Yes No	Yes No	Yes No
<b>Too Hot</b>			
<b>Situation</b>			
<b>Person</b>			
<b>Tells Someone</b>	Yes No	Yes No	Yes No
<b>Correct Responses</b>	/6		

### Determination of Proficiency Level

(To Be Completed During the Testing Period in the Spring)

Check One	Proficiency Level	Criterion
	Level 4 - Substantial	6 correct trials
	Level 3 - Sufficient	5 correct trials
	Level 2 - Partial	4 correct trial
	Level 1 - Minimal	Less than 4 correct trials

S-043 Temperature: Takes action when object is too hot/cold

## UAA Task Sheet

Task Description	
Area	Science
Task Name	Temperature: Takes action when object is too hot/cold <b>S-043</b>
Task Description	Responds appropriately to something being too cold/hot (for example, adds more cold water if dishwater is too hot, returns food to microwave if it is too cold). (Alternative communication and technology acceptable. See pg. 19.)

Administration and Scoring	
Setup	Identify times within the context of daily activities when the student is given opportunities to indicate if something is too hot or too cold. You may set up the situation to give the student the opportunity to make each response (for example, present the student with cold soup for lunch). Take care not to present student with something so hot as to be dangerous.
Generalization	Student must demonstrate this skill across 3 objects, 3 settings, and 3 people for each temperature (hot/cold).
Instructions	None. Place the student in a situation in which something is too hot/cold and record student's response.
Examples of Task	<ul style="list-style-type: none"> <li>• Student is washing hands and water is too hot so student turns on cold water (or vice versa).</li> <li>• Student returns soup to microwave because it is cold.</li> <li>• Student is eating lunch that is too hot and blows on food or stirs it to cool it.</li> </ul>
Scoring	Student makes physical movement that is clearly a response to remedy the temperature of the object. <u>(Takes action)</u>
Use of Prompts	<i>No prompts are allowed.</i> Be careful not to use physical or verbal prompts to assist the student to respond (for example, gesturing that the item is too hot or too cold, facial expression to warn student about the temperature; saying, "Your soup is cold; what should you do?").

## Assessment Record

<b>Area:</b>	Science	<b>Task Name:</b>	Temperature: Takes action when object is too hot/cold <b>S-043</b>
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### Student Information (To Be Completed in the Fall)

<b>Student Name</b>	
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<b>Date Task Selected</b>	
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### Testing Results

(To Be Completed During the Testing Period in the Spring)

	Trial 1	Trial 2	Trial 3
<b>Too Cold</b>			
<b>Object</b>			
<b>Action</b>			
<b>Person</b>			
<b>Takes Action</b>	Yes No	Yes No	Yes No
<b>Too Hot</b>			
<b>Object</b>			
<b>Action</b>			
<b>Person</b>			
<b>Takes Action</b>	Yes No	Yes No	Yes No
<b>Correct Actions</b>	/6		

### Determination of Proficiency Level

(To Be Completed During the Testing Period in the Spring)

Check One	Proficiency Level	Criterion
	Level 4 - Substantial	6 correct trials
	Level 3 - Sufficient	5 correct trials
	Level 2 - Partial	4 correct trial
	Level 1 - Minimal	Less than 4 correct trials

S-044 Temperature: Takes action when body is too hot/cold

## UAA Task Sheet

Task Description	
Area	Science
Task Name	Temperature: Takes action when body is too hot/cold <b>S-044</b>
Task Description	Responds appropriately to feeling too cold/hot (for example, gets blanket, takes off sweater, closes/opens window). (Alternative communication and technology acceptable. See pg. 19.)

Administration and Scoring	
Setup	Identify times within the context of daily activities when the student is given opportunities to indicate if he is too hot or too cold. You may set up the situation to give the student the opportunity to make each response (for example, open a window near the student).
Generalization	Student must demonstrate this skill across 6 situations (with 3 expected to elicit a "too hot" response and 3 expected to elicit a "too cold" response), 3 settings, and 3 people.
Instructions	None. Student initiates the action based on how he/she feels.
Examples of Task	Student is cold and gets a blanket. Student is hot and takes off sweater. Student is hot/cold and opens/closes window.
Scoring	Student takes action when too hot/cold. ( <u>Takes action</u> )
Use of Prompts	<i>No prompts are allowed.</i> Be careful not to use physical or verbal prompts to assist the student to respond (for example, looking at child questioningly after opening the window, shivering or fanning self, looking at child's sweater or coat).

## Assessment Record

<b>Area:</b>	Science	<b>Task Name:</b>	Temperature: Takes action when body is too hot/cold <b>S-044</b>
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### Student Information

(To Be Completed in the Fall)

Student Name

Date Task Selected

### Testing Results

(To Be Completed During the Testing Period in the Spring)

	Trial 1	Trial 2	Trial 3
<b>Too Cold</b>			
<b>Situation</b>			
<b>Action</b>			
<b>Person</b>			
<b>Takes Action</b>	Yes No	Yes No	Yes No
<b>Too Hot</b>			
<b>Situation</b>			
<b>Action</b>			
<b>Person</b>			
<b>Takes Action</b>	Yes No	Yes No	Yes No
<b>Correct Actions</b>	/6		

### Determination of Proficiency Level

(To Be Completed During the Testing Period in the Spring)

Check One	Proficiency Level	Criterion
	Level 4 - Substantial	6 correct trials
	Level 3 - Sufficient	5 correct trials
	Level 2 - Partial	4 correct trial
	Level 1 - Minimal	Less than 4 correct trials



WEATHER

## UAA Task Sheet

Task Description	
Area	Science
Task Name	Weather: Responds to 3 kinds of weather by naming 3 appropriate activities <b>S-045</b>
Task Description	<p>Upon hearing weather report, being told the current weather conditions, looking outside, or looking at pictures of different weather conditions, the student names 3 activities that would be appropriate for the given weather conditions (for example, sunny, rainy, snowy).</p> <p>(Alternative communication and technology acceptable. See pg. 19.)</p>

Administration and Scoring	
Setup	Identify/create times within the context of daily activities when the student responds to weather or pictures of different weather conditions by selecting appropriate activities.
Generalization	<p>Student must demonstrate this skill across 3 weather conditions and 3 people. Every weather condition picture used for assessment trials must be a new example that the student has not seen before. (For example, student identifies activities for a snowy day after viewing a picture he has not seen previously). Student must suggest 3 activities for each condition, but need not come up with 3 new activities for each trial.</p>
Instructions	Show a picture of a weather condition (for example, a sunny day), and ask student, "What kind of activities could you do on a day like this?"
Examples of Task	<ul style="list-style-type: none"> <li>• Snowing outside: student suggests building a snowman, building a snow fort, and sledding</li> <li>• Sunny outside: student suggests playing kickball, jumping rope, and swinging</li> <li>• Raining outside: student suggests board games, reading books, and watching a video</li> </ul>
Scoring	Student independently suggests 3 appropriate activities after considering the weather. ( <u>Suggests</u> )
Use of Prompts	<p><i>No prompts are allowed.</i> Be careful not to use physical or verbal prompts to assist the student in deciding on an appropriate activity (for example, pointing to board games and saying, "You probably want to stay indoors since it is so wet out."; saying, "Would you like to go out and build a snowman?").</p>

## Assessment Record

<b>Area:</b>	Science	<b>Task Name:</b>	Weather: Responds to 3 kinds of weather by naming 3 appropriate activities	<b>S-045</b>
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<b>Student Information</b> (To Be Completed in the Fall)	
<b>Student Name</b>	
<b>Date Task Selected</b>	

<b>Testing Results</b> (To Be Completed During the Testing Period in the Spring)				
		<b>Trial 1</b>	<b>Trial 2</b>	<b>Trial 3</b>
<b>Date</b>				
<b>Person</b>				
<b>Weather 1:</b>	*	0 1 2 3	0 1 2 3	0 1 2 3
<b>Weather 2:</b>	*	0 1 2 3	0 1 2 3	0 1 2 3
<b>Weather 3:</b>	*	0 1 2 3	0 1 2 3	0 1 2 3
<b>Overall Number Correct</b>		/27		

\*Enter the weather condition given to student. Enter the number of appropriate activities named.

<b>Determination of Proficiency Level</b> (To Be Completed During the Testing Period in the Spring)		
<b>Check One</b>	<b>Proficiency Level</b>	<b>Criterion</b>
	Level 4 - Substantial	26 – 27 appropriate activities named
	Level 3 - Sufficient	22 – 25 appropriate activities named
	Level 2 - Partial	19 – 21 appropriate activities named
	Level 1 - Minimal	Less than 19 correct activities named

## UAA Task Sheet

Task Description	
Area	Science
Task Name	Weather: Uses 5 weather words <b>S-046</b>
Task Description	Student identifies 5 weather conditions (for example, sunny, rainy, cloudy, windy, hot, cold) by name. (Alternative communication and technology acceptable. See pg. 19.)

Administration and Scoring	
Setup	Identify times within the context of daily activities when the student is given opportunities to use weather words.
Generalization	The student must demonstrate this task across 3 settings and 3 people. For practical purposes, use pictures to assess. However, as much as possible use actual weather conditions during instruction. For example, on a rainy day have student identify activities for the weather condition.
Instructions	Ask the student, "What is the weather like in this picture?" All the vocabulary words do not need to be assessed at the same time.
Examples of Task	<ul style="list-style-type: none"> <li>Ask the student, "What is the weather like in this picture?"</li> </ul>
Scoring	Student uses word accurately. ( <u>Accurate</u> )
Use of Prompts	<i>No prompts are allowed.</i> Be careful not to use physical or verbal prompts to assist the student in using weather words correctly (for example, shaking head "no" as a signal of incorrect response and allowing student to try again; using the desired word as a part of the question - "Is the weather rainy or sunny?").

## Assessment Record

<b>Area:</b>	Science	<b>Task Name:</b>	Weather: Uses 5 weather words	<b>S-046</b>
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<b>Student Information</b> (To Be Completed in the Fall)	
<b>Student Name</b>	
<b>Date Task Selected</b>	

<b>Testing Results</b> (To Be Completed During the Testing Period in the Spring)					
		Trial 1	Trial 2	Trial 3	
<b>Date</b>					
<b>Setting</b>					
<b>Person</b>					
<b>Word 1:</b>	*	Yes	No	Yes	No
<b>Word 2:</b>	*	Yes	No	Yes	No
<b>Word 3:</b>	*	Yes	No	Yes	No
<b>Word 4:</b>	*	Yes	No	Yes	No
<b>Word 5:</b>	*	Yes	No	Yes	No
<b>Overall Number Correct</b>		/15			

\*Enter the weather word that was used.

<b>Determination of Proficiency Level</b> (To Be Completed During the Testing Period in the Spring)		
Check One	Proficiency Level	Criterion
	Level 4 - Substantial	8- 9 words used
	Level 3 - Sufficient	7 words used
	Level 2 - Partial	6 words used
	Level 1 - Minimal	Less than 6 words used

ASTRONOMY

## UAA Task Sheet

### Task Description

<b>Area</b>	Science
<b>Task Name</b>	Astronomy: Uses 5 astronomy words <b>S-047</b>
<b>Task Description</b>	Student identifies 5 astronomical objects (for example, sun, full moon, crescent moon, Earth, stars) by name. (Alternative communication and technology acceptable. See pg. 19.)

### Administration and Scoring

<b>Setup</b>	Create times within the context of daily activities when the student is given opportunities to use astronomy words. For practical purposes, use pictures to assess. However, as much as possible use actual objects in instruction (for example, identify the sun when out for recess).
<b>Generalization</b>	The student must demonstrate this task across 5 objects, 3 settings, and 3 people. Every picture used for assessment trials must be a new example that the student has not identified before. (For example, student identifies stars from a picture he has not seen previously).
<b>Instructions</b>	Show a picture of a full moon and ask, "What is this?" All the vocabulary words do not need to be assessed at the same time.
<b>Examples of Task</b>	<ul style="list-style-type: none"> <li>Ask the student, "What are the tiny lights in the sky in this picture?"</li> <li>Ask the student, "What is shining in the sky in this picture?"</li> </ul>
<b>Scoring</b>	Student uses word accurately. ( <u>Accurate</u> )
<b>Use of Prompts</b>	<i>No prompts are allowed.</i> Be careful not to use physical or verbal prompts to assist the student in using astronomy words accurately (for example, prompting, "It's not the moon, it's the...").

## Assessment Record

<b>Area:</b>	Science	<b>Task Name:</b>	Astronomy: Uses 5 astronomy words	<b>S-047</b>
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Student Information (To Be Completed in the Fall)	
<b>Student Name</b>	
<b>Date Task Selected</b>	

Testing Results (To Be Completed During the Testing Period in the Spring)					
		Trial 1	Trial 2	Trial 3	
<b>Date</b>					
<b>Setting</b>					
<b>Person</b>					
<b>Word 1:</b>	*	Yes	No	Yes	No
<b>Word 2:</b>	*	Yes	No	Yes	No
<b>Word 3:</b>	*	Yes	No	Yes	No
<b>Word 4:</b>	*	Yes	No	Yes	No
<b>Word 5:</b>	*	Yes	No	Yes	No
<b>Overall Number Correct</b>		/15			

\*Enter the astronomy word that was used.

Determination of Proficiency Level (To Be Completed During the Testing Period in the Spring)		
Check One	Proficiency Level	Criterion
	Level 4 - Substantial	8-9 words used
	Level 3 - Sufficient	7 words used
	Level 2 - Partial	5-6 words used
	Level 1 - Minimal	Less than 5 words used



BIOLOGY

## UAA Task Sheet

Task Description	
Area	Science
Task Name	Biology: Uses 5 plant words <b>S-048</b>
Task Description	Student identifies 5 kinds of plants (for example, grass, shrub, tree) and/or plant parts (for example, stem, leaf, branch). (Alternative communication and technology acceptable. See pg. 19.)

Administration and Scoring	
Setup	Identify/create times within the context of daily activities when the student is given opportunities to use plant words. To the degree possible, use actual plants for assessment. Pictures are acceptable when necessary.
Generalization	The student must demonstrate this task across 3 settings and 3 people. Every plant (whether actual or picture) used for assessment trials must be a new example that the student has not identified before. (For example, student identifies a flower she has not seen previously).
Instructions	Ask the student a question that requires using a plant word. For example, point at a leaf and ask, "What is that?" All the vocabulary words do not need to be assessed at the same time.
Examples of Task	<ul style="list-style-type: none"> <li>When resting under a tree at recess, ask the student, "What are you sitting under?"</li> <li>While completing a nature art project, student indicates what materials he/she is using (for example, leaves, grass, twigs)</li> </ul>
Scoring	Student uses word accurately. ( <u>Accurate</u> )
Use of Prompts	<i>No prompts are allowed.</i> Be careful not to use physical or verbal prompts to assist the student in using plant words correctly (for example, shaking head "no" as a signal of incorrect response and allowing student to try again; using the desired word as a part of question - "Where is the grass?").

## Assessment Record

<b>Area:</b>	Science	<b>Task Name:</b>	Biology: Uses 5 plant words	<b>S-048</b>
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Student Information (To Be Completed in the Fall)	
<b>Student Name</b>	
<b>Date Task Selected</b>	

Testing Results (To Be Completed During the Testing Period in the Spring)					
		Trial 1	Trial 2	Trial 3	
<b>Date</b>					
<b>Setting</b>					
<b>Person</b>					
<b>Word 1:</b>	*	Yes	No	Yes	No
<b>Word 2:</b>	*	Yes	No	Yes	No
<b>Word 3:</b>	*	Yes	No	Yes	No
<b>Word 4:</b>	*	Yes	No	Yes	No
<b>Word 5:</b>	*	Yes	No	Yes	No
<b>Overall Number Correct</b>		/15			

\*Enter the plant word that was used.

Determination of Proficiency Level (To Be Completed During the Testing Period in the Spring)		
Check One	Proficiency Level	Criterion
	Level 4 - Substantial	8- 9 words used
	Level 3 - Sufficient	7 words used
	Level 2 - Partial	6 words used
	Level 1 - Minimal	Less than 6 words used

## UAA Task Sheet

Task Description	
Area	Science
Task Name	Biology: Uses 5 animal names <b>S-049</b>
Task Description	Student identifies 5 animals by name (for example, dog, cow, lion). (Alternative communication and technology acceptable. See pg. 19.)

Administration and Scoring	
Setup	Identify/create times within the context of daily activities when the student is given opportunities to use animal names. To the degree possible, use actual animals for assessment. Pictures are acceptable when necessary.
Generalization	The student must demonstrate this task across 3 settings and 3 people. Every animal (whether actual or picture) used for assessment trials must be a new example that the student has not identified before. (For example, student identifies a dog she has not seen previously).
Instructions	Ask the student a question that requires using an animal word. In other words, point at a bird and ask, "What is that?" All the vocabulary words do not need to be assessed at the same time.
Examples of Task	<ul style="list-style-type: none"> <li>A dog runs across the school yard; teacher asks, "What is that?"</li> <li>While reading a book about animals, ask, "What is that?"</li> <li>Student watches as a bird lands on a branch nearby at a park; ask "What is it?"</li> </ul>
Scoring	Student uses name accurately. ( <u>Accurate</u> )
Use of Prompts	<i>No prompts are allowed.</i> Be careful not to use physical or verbal prompts to assist the student in using animal names correctly (for example, imitating action or sound of targeted animal; using the target name as a part of the question - "Is it an elephant or monkey?").

## Assessment Record

<b>Area:</b>	Science	<b>Task Name:</b>	Biology: Uses 5 animal names	<b>S-049</b>
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<b>Student Information</b> (To Be Completed in the Fall)	
<b>Student Name</b>	
<b>Date Task Selected</b>	

<b>Testing Results</b> (To Be Completed During the Testing Period in the Spring)					
		Trial 1	Trial 2	Trial 3	
<b>Date</b>					
<b>Setting</b>					
<b>Person</b>					
<b>Word 1:</b>	*	Yes	No	Yes	No
<b>Word 2:</b>	*	Yes	No	Yes	No
<b>Word 3:</b>	*	Yes	No	Yes	No
<b>Word 4:</b>	*	Yes	No	Yes	No
<b>Word 5:</b>	*	Yes	No	Yes	No
<b>Overall Number Correct</b>		/15			

\*Enter the animal name that was used.

<b>Determination of Proficiency Level</b> (To Be Completed During the Testing Period in the Spring)		
Check One	Proficiency Level	Criterion
	Level 4 - Substantial	14-15 names used
	Level 3 - Sufficient	13 names used
	Level 2 - Partial	10-12 names used
	Level 1 - Minimal	Less than 10 names used

## COLLECTING AND USING DATA

S-050 Collects and uses data: Responds to questions that require investigation (asks appropriate person)

## UAA Task Sheet

Task Description	
Area	Science
Task Name	Collects and uses data: Responds to questions that require investigation (asks appropriate person) <b>S-050</b>
Task Description	Student is asked a question that requires him/her to investigate and obtain an answer by asking an appropriate person. For example, during lunch recess a peer asks student if it is time to go in yet. The student goes to the recess monitor and asks if it is time to go in. Student must then correctly report what the person said. (Alternative communication and technology acceptable. See pg. 19.)

Administration and Scoring	
Setup	Identify times within the context of daily activities when the student is asked a question which requires him/her to investigate and obtain an answer by asking an appropriate person.
Generalization	Student must demonstrate this skill across 3 questions, 3 people, and 3 settings.
Instructions	Present the student with a question that requires asking an appropriate person in order to obtain the answer. For example, "Did your partner turn in the score card?"
Examples of Task	<ul style="list-style-type: none"> <li>• "Does your job coach have your time card?"</li> <li>• "How many pencils does John have in his box?"</li> <li>• "Are you going outside for PE today?"</li> </ul>
Scoring	Student investigates by asking an appropriate person to obtain an accurate answer. Student must correctly report what the person said. ( <u>Investigates</u> )
Use of Prompts	<i>No prompts are allowed.</i> Be careful not to use physical or verbal prompts to assist the student to obtain the answer (for example, pointing or gesturing to someone who can answer the question; saying, "Go ask John how many pencils he has.").

## Assessment Record

<b>Area:</b>	Science	<b>Task Name:</b>	Collects and uses data: Responds to questions that require investigation (asks appropriate person)	<b>S-050</b>
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<b>Student Information</b> (To Be Completed in the Fall)	
<b>Student Name</b>	
<b>Date Task Selected</b>	

<b>Testing Results</b> (To Be Completed During the Testing Period in the Spring)			
	Trial 1	Trial 2	Trial 3
<b>Date</b>			
<b>Question</b>			
<b>Setting</b>			
<b>Person</b>			
<b>Investigates</b>	Yes    No	Yes    No	Yes    No

<b>Determination of Proficiency Level</b> (To Be Completed During the Testing Period in the Spring)		
Check One	Proficiency Level	Criterion
	Level 4 - Substantial	3 correct trials: 3 questions, 3 settings, 3 people
	Level 3 - Sufficient	2 correct trials
	Level 2 - Partial	1 correct trial
	Level 1 - Minimal	No correct trials



S-051 Collects and uses data: Responds to questions that require investigation (looks in one place)

## UAA Task Sheet

Task Description	
Area	Science
Task Name	Collects and uses data: Responds to questions that require investigation (looks in one place) <b>S-051</b>
Task Description	Student is asked a question that requires him/her to investigate in one place to obtain the answer (for example, during snack time for which milk is delivered ask, "Is the milk here?"). (Alternative communication and technology acceptable. See pg. 19.)

Administration and Scoring	
Setup	Identify times within the context of daily activities when the student is asked a question that requires him/her to investigate by looking in one place to obtain the answer.
Generalization	Student must demonstrate this skill across 3 questions, 3 settings, and 3 people.
Instructions	Present the student with a question that requires looking in one place to obtain the answer. For example, "Did Susie put the book on your desk?"
Examples of Task	<ul style="list-style-type: none"> <li>• "Is there more paper in the paper bin?"</li> <li>• "Do we have any more tissues?"</li> <li>• "Did someone put the lunch count on the door?"</li> </ul>
Scoring	Student investigates one place to obtain an accurate answer. ( <u>Investigates</u> )
Use of Prompts	<i>No prompts are allowed.</i> Be careful not to use physical or verbal prompts to assist the student in obtaining the answer to the question (for example, pointing or gesturing where student needs to look; saying, "You should look on the desk to find the tissues.")

## Assessment Record

<b>Area:</b>	Science	<b>Task Name:</b>	Collects and uses data: Responds to questions that require investigation (looks in one place) <b>S-051</b>
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<b>Student Information</b> (To Be Completed in the Fall)	
<b>Student Name</b>	
<b>Date Task Selected</b>	

<b>Testing Results</b> (To Be Completed During the Testing Period in the Spring)			
	Trial 1	Trial 2	Trial 3
<b>Date</b>			
<b>Question</b>			
<b>Setting</b>			
<b>Person</b>			
<b>Investigates</b>	Yes    No	Yes    No	Yes    No

<b>Determination of Proficiency Level</b> (To Be Completed During the Testing Period in the Spring)		
Check One	Proficiency Level	Criterion
	Level 4 - Substantial	3 correct trials: 3 questions, 3 settings, 3 people
	Level 3 - Sufficient	2 correct trials
	Level 2 - Partial	1 correct trial
	Level 1 - Minimal	No correct trials

S-052 Collects and uses data: Responds to questions that require investigation (Searches)

## UAA Task Sheet

Task Description	
Area	Science
Task Name	Collects and uses data: Responds to questions that require investigation (Searches) <b>S-052</b>
Task Description	Student is asked a question that requires him/her to investigate by searching more than one place to obtain the answer. For example, during lunch recess an assistant asks student to check the playground for any equipment that may have been left out. This requires looking in several places on the playground. (Alternative communication and technology acceptable. See pg. 19.)

Administration and Scoring	
Setup	Identify times within the context of daily activities when the student is asked a question that requires him/her to investigate by searching more than one place to obtain the answer.
Generalization	Student must demonstrate this skill across 3 questions, 3 settings, and 3 people.
Instructions	The book the class is reading together is not on the shelf where it is supposed to be. Ask the student, "Where is the book?"
Examples of Task	<ul style="list-style-type: none"> <li>• "Did you collect everyone's workbook?" (Student must scan all the desks.)</li> <li>• "Where is Sarah?" (Student may have to search in several places.)</li> </ul>
Scoring	Student investigates by searching more than one place to obtain the answer. (Investigates)
Use of Prompts	<i>No prompts are allowed.</i> Be careful not to use physical or verbal prompts to assist the student in investigating (for example, pointing or gesturing where student should look; saying, "Look under the swings and on the slide for your coat.").

## Assessment Record

<b>Area:</b>	Science	<b>Task Name:</b>	Collects and uses data: Responds to questions that require investigation (Searches)	<b>S-052</b>
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<b>Student Information</b> (To Be Completed in the Fall)	
<b>Student Name</b>	
<b>Date Task Selected</b>	

<b>Testing Results</b> (To Be Completed During the Testing Period in the Spring)						
	Trial 1		Trial 2		Trial 3	
<b>Date</b>						
<b>Question</b>						
<b>Setting</b>						
<b>Person</b>						
	Yes	No	Yes	No	Yes	No

<b>Determination of Proficiency Level</b> (To Be Completed During the Testing Period in the Spring)		
Check One	Proficiency Level	Criterion
	Level 4 - Substantial	3 correct trials: 3 questions, 3 settings, 3 people
	Level 3 - Sufficient	2 correct trials
	Level 2 - Partial	1 correct trial
	Level 1 - Minimal	No correct trials

S-053 Collects and uses data: Uses checklist to record/report observations

## UAA Task Sheet

Task Description	
Area	Science
Task Name	Collects and uses data: Uses checklist to record/report observations <b>S-053</b>
Task Description	Uses checklist to record/report observations (for example, student records needed grocery items, completes daily classroom clean-up, records own behavior). (Alternative communication and technology acceptable. See pg. 19.)

Administration and Scoring	
Setup	Identify times within the context of daily activities when the student is given opportunities to use a checklist to record/report observations (for example, complete daily classroom clean-up).
Generalization	Student must demonstrate this skill across 3 checklists, 3 settings, and 3 people.
Instructions	Tell the student to complete a checklist, For example, "Please complete the grocery list." or "Please record your score on your chart."
Examples of Task	<ul style="list-style-type: none"> <li>Record score on daily work chart</li> <li>Check off jobs on job chart as they are completed</li> <li>Record data on out-of-seat behavior</li> </ul>
Scoring	Student completes checklist to record/report observations. ( <u>Records</u> )
Use of Prompts	<i>No prompts are allowed.</i> Be careful not to use physical or verbal prompts to assist the student in recording/reporting observations (for example, gesturing or pointing toward checklist item student still needs to assess or has evaluated incorrectly; saying, "You need to put a check mark next to the box indicating you finished your assignment.").

## Assessment Record

<b>Area:</b>	Science	<b>Task Name:</b>	Collects and uses data: Uses checklist to record/report observations <b>S-053</b>
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<b>Student Information</b> (To Be Completed in the Fall)	
<b>Student Name</b>	
<b>Date Task Selected</b>	

<b>Testing Results</b> (To Be Completed During the Testing Period in the Spring)						
	Trial 1		Trial 2		Trial 3	
<b>Date</b>						
<b>Type of checklist</b>						
<b>Setting</b>						
<b>Person</b>						
<b>Records</b>	Yes	No	Yes	No	Yes	No

<b>Determination of Proficiency Level</b> (To Be Completed During the Testing Period in the Spring)		
Check One	Proficiency Level	Criterion
	Level 4 - Substantial	3 correct trials: 3 checklists, 3 settings, 3 people
	Level 3 - Sufficient	2 correct trials
	Level 2 - Partial	1 correct trial
	Level 1 - Minimal	No correct trials

CLASSIFICATION

## UAA Task Sheet

Task Description	
Area	Science
Task Name	Classification: Sorts dishes/silverware <b>S-054</b>
Task Description	Student puts dishes away (for example, plates, glasses, spoons). On each trial, student must put away 3 different types of items (each in a different place). (Alternative communication and technology acceptable. See pg. 19.)

Administration and Scoring	
Setup	Identify times within the context of daily activities when the student is given opportunities to put away dishes.
Generalization	Student must demonstrate this skill across 3 types of items, at least 2 settings, and 3 people.
Instructions	Tell the student, "Please put the dishes away."
Examples of Task	<ul style="list-style-type: none"> <li>Put dishes away after a cooking class</li> <li>Put dishes away after a party</li> <li>Put dishes away after snack</li> </ul>
Scoring	Student sorts each item into the appropriate location. ( <u>Sorts</u> )
Use of Prompts	<i>No prompts are allowed.</i> Be careful not to use physical or verbal prompts to assist the student in identifying the appropriate location for the dishes (for example, pointing or tapping where the dishes should go; saying, "The plates go up high on a shelf.").



## Assessment Record

<b>Area:</b>	Science	<b>Task Name:</b>	Classification: Sorts dishes/silverware	<b>S-054</b>
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### Student Information (To Be Completed in the Fall)

<b>Student Name</b>	
<b>Date Task Selected</b>	

### Testing Results

(To Be Completed During the Testing Period in the Spring)

	Trial 1	Trial 2	Trial 3
Date			
Types of items			
Setting (at least 2)			
Person			
Sorts	Yes No	Yes No	Yes No

### Determination of Proficiency Level

(To Be Completed During the Testing Period in the Spring)

Check One	Proficiency Level	Criterion
	Level 4 - Substantial	3 correct trials: 3 types of items, 2 settings, 3 people
	Level 3 - Sufficient	2 correct trials
	Level 2 - Partial	1 correct trial
	Level 1 - Minimal	No correct trials

## UAA Task Sheet

Task Description	
Area	Science
Task Name	Classification: Sorts food <b>S-055</b>
Task Description	<p>Student appropriately sorts food. On each trial, student must put away 3 different types of items (each type in a different place). For example, appropriate shelves of cupboard, refrigerator, and/or freezer.</p> <p>(Alternative communication and technology acceptable. See pg. 19.)</p>

Administration and Scoring	
Setup	Identify times within the context of daily activities when the student is given opportunities to sort food items.
Generalization	Student must demonstrate this skill across 3 types of items, at least 2 settings, and 3 people.
Instructions	Tell the student, "Please put the groceries away."
Examples of Task	<ul style="list-style-type: none"> <li>Put groceries away in the home economics room</li> <li>Stock food shelves at work site</li> <li>Put away party food supplies in the faculty lounge</li> </ul>
Scoring	Student sorts each item into the appropriate location. ( <u>Sorts</u> )
Use of Prompts	<p><i>No prompts are allowed.</i> Be careful not to use physical or verbal prompts to assist the student in sorting and locating the appropriate location for the food item (for example, saying, "The ice will melt if you do not put it in the freezer."; saying, "Crackers do not go in the refrigerator, where should you put them?").</p>

## Assessment Record

<b>Area:</b>	Science	<b>Task Name:</b>	Classification: Sorts food	<b>S-055</b>
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<b>Student Information</b> (To Be Completed in the Fall)	
<b>Student Name</b>	
<b>Date Task Selected</b>	

<b>Testing Results</b> (To Be Completed During the Testing Period in the Spring)			
	Trial 1	Trial 2	Trial 3
<b>Date</b>			
<b>Types of items</b>			
<b>Setting (at least 2)</b>			
<b>Person</b>			
<b>Sorts</b>	Yes    No	Yes    No	Yes    No

<b>Determination of Proficiency Level</b> (To Be Completed During the Testing Period in the Spring)		
Check One	Proficiency Level	Criterion
	Level 4 - Substantial	3 correct trials: 3 types of items, 2 settings, 3 people
	Level 3 - Sufficient	2 correct trials
	Level 2 - Partial	1 correct trial
	Level 1 - Minimal	No correct trials

## UAA Task Sheet

Task Description	
Area	Science
Task Name	Classification: Sorts leisure items <b>S-056</b>
Task Description	<p>Student appropriately puts leisure items away (for example, books on shelf, blocks in basket, videos in cupboard). On each trial, student must put away 3 different types of items (each type in a different place). For example, appropriate shelves of cupboard or closet.</p> <p>(Alternative communication and technology acceptable. See pg. 19.)</p>

Administration and Scoring	
Setup	Identify times within the context of daily activities when the student is given opportunities to put away leisure items.
Generalization	Student must demonstrate this skill across 3 types of items, at least 2 settings, and 3 people.
Instructions	Tell the student, "Please put these things away."
Examples of Task	<ul style="list-style-type: none"> <li>• Clean up after indoor recess</li> <li>• Put equipment away after outdoor recess</li> <li>• Clean up after a class party</li> </ul>
Scoring	Student sorts each item into the appropriate location. ( <u>Sorts</u> )
Use of Prompts	<i>No prompts are allowed.</i> Be careful not to use physical or verbal prompts to assist the student in locating the appropriate place for the leisure item (for example, saying "The balls don't go in the basket, where else do you think they could go?").

## Assessment Record

<b>Area:</b>	Science	<b>Task Name:</b>	Classification: Sorts leisure items	<b>S-056</b>
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Student Information (To Be Completed in the Fall)	
<b>Student Name</b>	
<b>Date Task Selected</b>	

Testing Results (To Be Completed During the Testing Period in the Spring)						
	Trial 1		Trial 2		Trial 3	
<b>Date</b>						
<b>Types of items</b>						
<b>Setting (at least 2)</b>						
<b>Person</b>						
<b>Sorts</b>	Yes	No	Yes	No	Yes	No

Determination of Proficiency Level (To Be Completed During the Testing Period in the Spring)		
Check One	Proficiency Level	Criterion
	Level 4 - Substantial	3 correct trials: 3 types of items, 2 settings, 3 people
	Level 3 - Sufficient	2 correct trials
	Level 2 - Partial	1 correct trial
	Level 1 - Minimal	No correct trials

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