

ITEM INFORMATION		ID	A196
Item Type	Performance Task	CLS Code	LL.1.3.B
CLS Description	Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the most frequent sound for some consonants.		
		Max Score	2

MANIPULATIVES NEEDED: (No)

SCRIPT:

[Student Booklet Page X.]

S

BNH

**SAY**     Now let’s do an activity with letters and sounds. I will say the name of a letter and you will make the sound of the letter. Let’s do the first one together.

[Point to the letter S.]

**SAY**     This is the letter S. What sound does the letter S make?

[Allow sufficient time for the student to respond.]

**SAY**     The letter S makes the s-s-s-s-s sound. Let’s make the sound together. s-s-s-s-s.

[Check to be sure the student was able to follow along. If not, remind the student to make the sound of the letter, and do the practice activity again.]

**SAY**     Now you will make the sounds of some letters by yourself.

[Point to the letter B.]

**SAY**     This is the letter B. Make the sound of the letter B.

[Allow sufficient time for the student to respond.]

[Point to the letter N.]

**SAY** This is the letter N. Make the sound of the letter N.

*[Allow sufficient time for the student to respond.]*

*[Point to the letter H.]*

**SAY** This is the letter H. Make the sound of the letter H.

*[Allow sufficient time for the student to respond. Do not provide any cues or other interactions while the student is completing this task.]*

**SAY** Now let's do another activity.

**SCORING INFORMATION:**

Point Value	Description
2 Score Point	The student correctly makes the sounds for all three letters (B, N, H).
1 Score Point	The student correctly makes the sound for at least one of the letters.
0 Score Point	The student does not correctly make the sound for any letter or does not attempt to make a sound.

S

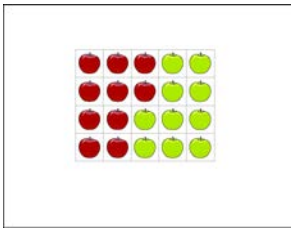
B

N

H

ITEM INFORMATION		ID	A139
Item Type	Performance Task	CLS Code	MA.2.1.C
CLS Description	Manipulate sets to decompose numbers (e.g., 1 and 4 objects equal 5 objects; 2 and 3 objects equal 5 objects).		
		Max Score	1

MANIPULATIVES NEEDED: (Yes)



SCRIPT:

[Student Booklet Page X.]



[Point to the two baskets.]

**SAY     We are going to put six apples in each basket.**

[Put the group of red apple cutouts and the group of green apple cutouts in front of the student in two separate piles.]

**SAY     Here are some red apples and some green apples. We can put red and green apples together in different ways to have six apples in each basket. I will put six apples in one basket. Then you will put six apples in the other basket.**

**SAY     I put four red apples in the basket.**

[Place four red apples in a horizontal row in the top part of the first basket.]

**SAY     Now I put two green apples in the basket.**

[Place two green apples in a horizontal row below the four red apples.]

**SAY     There are six apples in the basket.**

[Point to the second basket on the page.]

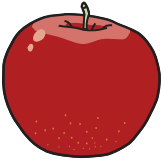
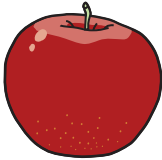
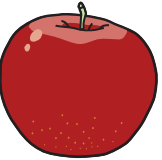


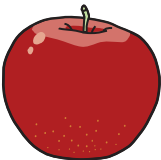
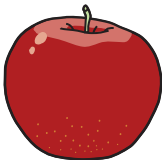
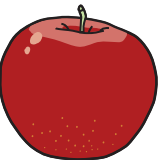


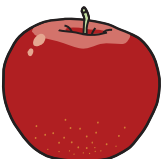
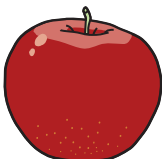



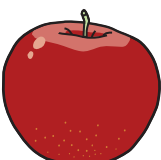
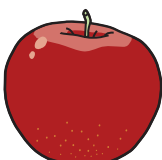
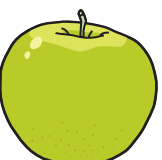


**SAY** Now you put red and green apples together in this basket to have six apples in the basket. Be sure to use a different number of each kind of apple than I used.

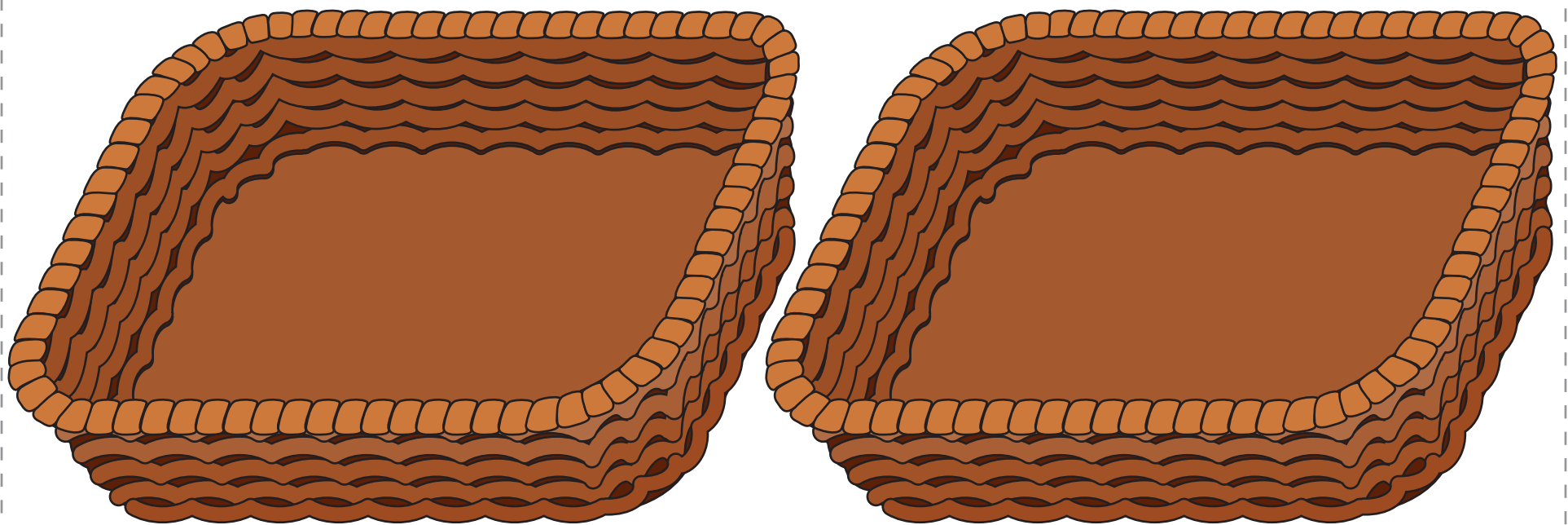
*[Allow sufficient time for the student to put red and green apples in the basket. Do not provide any cues or other interactions while the student is completing this task.]*

**SAY** Now let's do another activity.

**SCORING INFORMATION:**

Point Value	Description
1 Score Point	The student puts a number of red apples and a number of green apples in the basket to make six apples, other than four and two (three and three; one and five).
0 Score Point	The student puts fewer or more than six apples in the basket.



Evident (E)	In Progress (I)	Not Yet Evident (N)
Carefully follows directions for fire drill procedures that are announced to the whole class	Follows directions for fire drill procedures that are announced to the whole class, when given adult assistance	Does not follow directions for fire drill procedures that are announced to the whole class, even when given adult assistance