

UAA ScienceTasks

OBJECT PERMANANCE

S-001 Object Permanence: Looks for an object no longer visible

UAA Task Sheet

Task Description	
Area	Science
Task Name	Object Permanence: Looks for an object no longer visible S-001
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"> • Finding a cookie that has been covered by a napkin at snack. • Finding a ball for recess that has been put in a storage tub. • Find a person who walked into another room
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

Area:	Science	Task Name:	Object Permanence: Looks for an object no longer visible S-001
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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			
Object			
Location			
Setting			
Person			
	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

NUTRITION

UAA Task Sheet

Task Description	
Area	Science
Task Name	Nutrition: Uses 5 food names S-002
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"> • At lunch ask the student, "What are you eating?" • When preparing snack/meal, ask the student, "What is that?"
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

Area:	Science	Task Name:	Nutrition: Uses 5 food names	S-002
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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			
Setting			
Person			
Food 1:	* Yes No	Yes No	Yes No
Food 2:	* Yes No	Yes No	Yes No
Food 3:	* Yes No	Yes No	Yes No
Food 4:	* Yes No	Yes No	Yes No
Food 5:	* Yes No	Yes No	Yes No
Total Correct Responses	/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 S-003
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"> • At lunch ask the student, "What are you eating?" • When preparing snack/meal, ask the student, "What is that?"
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

Area:	Science	Task Name:	Nutrition: Uses 10 food names	S-003
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Student Information (To Be Completed in the Fall)	
Student Name	<input style="width: 100%;" type="text"/>
Date Task Selected	<input style="width: 100%;" type="text"/>

Testing Results (To Be Completed During the Testing Period in the Spring)				
		Trial 1	Trial 2	Trial 3
Date		<input style="width: 100%;" type="text"/>	<input style="width: 100%;" type="text"/>	<input style="width: 100%;" type="text"/>
Setting		<input style="width: 100%;" type="text"/>	<input style="width: 100%;" type="text"/>	<input style="width: 100%;" type="text"/>
Person		<input style="width: 100%;" type="text"/>	<input style="width: 100%;" type="text"/>	<input style="width: 100%;" type="text"/>
Word 1:	*	Yes No	Yes No	Yes No
Word 2:	*	Yes No	Yes No	Yes No
Word 3:	*	Yes No	Yes No	Yes No
Word 4:	*	Yes No	Yes No	Yes No
Word 5:	*	Yes No	Yes No	Yes No
Word 6:	*	Yes No	Yes No	Yes No
Word 7:	*	Yes No	Yes No	Yes No
Word 8:	*	Yes No	Yes No	Yes No
Word 9:	*	Yes No	Yes No	Yes No
Word 10:	*	Yes No	Yes No	Yes No
Overall Number Correct		/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 S-004
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"> • At lunch ask the student, "What are you eating?" • When preparing snack/meal, ask the student, "What is that?"
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

Area:	Science	Task Name:	Nutrition: Uses 20 food names	S-004
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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)

		Tr. 1	Tr. 2	Tr. 3			Tr. 1 cont.	Tr. 2 cont.	Tr. 3 cont.
Date									
Person									
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

Overall Number Correct		/60
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*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 S-005
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"> • Eats pizza, pasta, chips • Eats hamburger, mashed potatoes, carrot sticks • Eats macaroni & cheese, salad, apples.
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

Area:	Science	Task Name:	Nutrition: Eats a variety of food textures	S-005
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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							
Setting							
Person							
Texture 1:	*	Yes	No	Yes	No	Yes	No
Texture 2:	*	Yes	No	Yes	No	Yes	No
Texture 3:	*	Yes	No	Yes	No	Yes	No
Overall Number Correct		/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 S-006
Task Description	Student picks up finger food (for example, Cheerios [®] , 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"> • At snack time, student eats crackers. • At breakfast, student eats fruit bar. • At lunch, student eats french fries.
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

Area:	Science	Task Name:	Nutrition: Eats finger foods	S-006
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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			
Food			
Setting			
Person			
Eats	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 S-007
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"> • Student will independently use spoon and fork to eat lunch at school. • Student will independently use spoon and fork to eat lunch at worksite. • Student will independently use spoon and fork to eat meal during food prep class.
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

Area:	Science	Task Name:	Nutrition: Independently uses spoon and fork	S-007
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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			
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 S-008
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"> At snack time, student drinks juice from a glass. At lunch, student drinks milk from a carton. At class party, student drinks soda from a cup.
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

Area:	Science	Task Name:	Nutrition: Drinks from a cup, glass, or milk carton S-008
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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			
Cup/glass/carton			
Setting			
Person			
Drinks	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 S-009
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"> • Making lunch in cooking class: peanut butter sandwich, carrot sticks, and milk. • Making breakfast at home: cold cereal, orange juice, yogurt. • Preparing snack at school: cheese and crackers, apples, water.
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

Area:	Science	Task Name:	Nutrition: Prepares simple meal - no cooking	S-009
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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			
Foods (list 3 per trial)	1. 2. 3.	1. 2. 3.	1. 2. 3.
Setting (at least 2)			
Person			
Prepares meal	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 S-010
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"> Using microwave to cook soup. Using microwave to heat cocoa. Use microwave to make popcorn.
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

Area:	Science	Task Name:	Nutrition: Demonstrates safe use of microwave oven S-010
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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			
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 S-011
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"> • Making meal in cooking class: grilled cheese sandwich, tomato soup, and milk. • Making meal at home: spaghetti, corn, and salad.
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

Area:	Science	Task Name:	Nutrition: Prepares meal that requires cooking	S-011
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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			
Food (List foods. One per trial must require cooking.)	1. 2. 3.	1. 2. 3.	1. 2. 3.
Setting (at least 2)			
Person			
Prepares meal	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 S-012
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"> 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.
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

Area:	Science	Task Name:	Nutrition: Follows routine - lunchroom	S-012
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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			
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 S-013
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"> Orders lunch at McDonald’s®. Orders dinner at Subway®.
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

Area:	Science	Task Name:	Nutrition: Orders meal at fast food restaurant	S-013
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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			
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 S-014
Task Description	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. (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 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	Student will fill sink with water, add soap, wash, dry, and put away dishes: <ul style="list-style-type: none"> • After cooking class • At job site in break room • At home
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

Area:	Science	Task Name:	Nutrition: Washes, dries, and puts away dishes	S-014
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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			
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 S-015
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"> At cooking class, student will load the dishes into the dishwasher and put them away when they are done. At job site, student will load the dishes into the dishwasher and put them away when they are done.
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

Area:	Science	Task Name:	Nutrition: Loads/unloads dishwasher	S-015
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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			
Types of dishes			
Setting (1 or more)			
Person			
Runs dishwasher	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 types of dishes, 1 setting, 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

HYGIENE

UAA Task Sheet

Task Description	
Area	Science
Task Name	Hygiene: Washes and dries hands S-016
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"> The student washes and dries hands before lunch. While working in community, student will wash and dry hands before making bread in the bakery.
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

Area:	Science	Task Name:	Hygiene: Washes and dries hands	S-016
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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			
Setting (at least 2)			
Person			
Washes/dries	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: 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 S-017
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"> • Student uses the restroom attached to the classroom • Student uses the restroom elsewhere in the school building • Student uses the restroom in the community
Scoring	Student independently uses the restroom and has no toileting accidents during the school day. (Uses restroom)
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

Area:	Science	Task Name:	Hygiene: Demonstrates toileting skills	S-017
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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			
Uses restroom; no accidents	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 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 S-018
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"> • Student changes napkin at work/school • Student changes napkin in public restroom
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

Area:	Science	Task Name:	Hygiene: Demonstrates menstrual care	S-018
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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			
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 S-019
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"> • Role play student cutting self while preparing a snack • Role play peer burning finger during cooking class
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

Area:	Science	Task Name:	Hygiene: Demonstrates basic first aid skills	S-019
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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			
Injury			
Setting			
Person			
Cares for injury (washes, bandages, tells an adult)	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

S-020 Hygiene: Uses words for 5 body parts

UAA Task Sheet

Task Description	
Area	Science
Task Name	Hygiene: Uses words for 5 body parts S-020
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"> • Teacher points to his/her own arm and asks, "What is this?" • When helping student put on shoes, touch foot and ask, "What is this?"
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

Area:	Science	Task Name:	Hygiene: Uses words for 5 body parts	S-020
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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							
Setting							
Person							
Word 1:	*	Yes	No	Yes	No	Yes	No
Word 2:	*	Yes	No	Yes	No	Yes	No
Word 3:	*	Yes	No	Yes	No	Yes	No
Word 4:	*	Yes	No	Yes	No	Yes	No
Word 5:	*	Yes	No	Yes	No	Yes	No
Overall Number Correct		/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

S-021 Hygiene: Uses and responds to names of 5 types of clothing

UAA Task Sheet

Task Description	
Area	Science
Task Name	Hygiene: Uses and responds to names of 5 types of clothing S-021
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"> • Teacher asks student to go get her coat. • Assistant asks student to bring her the extra shirt from his cubby. • Teacher asks, "What is in the bottom of your locker?"
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

Area:	Science	Task Name:	Hygiene: Uses and responds to names of 5 types of clothing S-021
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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 (Responds to name)	Trial 2 (Responds to name)	Trial 3 (Names object)
Date			
Setting			
Person			
Word 1:	* Yes No	Yes No	Yes No
Word 2:	* Yes No	Yes No	Yes No
Word 3:	* Yes No	Yes No	Yes No
Word 4:	* Yes No	Yes No	Yes No
Word 5:	* Yes No	Yes No	Yes No
Overall Number Correct	/15		

*Enter the clothing item 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 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 S-022
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"> Changing clothes before/after swimming class. Dressing for school/work.
Scoring	Student dresses/undresses independently (help with fasteners is acceptable) <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, pointing to correct shoe; saying, “Are you sure that is right side out?”).

Assessment Record

Area:	Science	Task Name:	Hygiene: Dresses/undresses with no fasteners	S-022
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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			
Person (2)			
Dresses	Yes No	Yes No	Yes No
Undresses	Yes No	Yes No	Yes No
Total 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 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 S-023
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"> • Changing clothes before/after swimming class. • Dressing for school/work.
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

Area:	Science	Task Name:	Hygiene: Dresses/undresses with fasteners	S-023
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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			
Person (2)			
Dresses	Yes No	Yes No	Yes No
Undresses	Yes No	Yes No	Yes No
Total 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 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 S-024
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"> • Student will walk 100 yards in the school building. • Student will walk 100 yards on the track.
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

Area:	Science	Task Name:	Physical Fitness: Walking – 100 yards	S-024
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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			
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 S-025
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"> Student will walk ¼ mile to bus stop. Student will walk ¼ mile on indoor track. Student will walk ¼ mile to job site.
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

Area:	Science	Task Name:	Physical Fitness: Walking – ¼ mile	S-025
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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			
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 S-026
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"> • Student will walk 1 mile to school. • Student will walk 1 mile on school track. • Student will walk 1 mile to the store.
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

Area:	Science	Task Name:	Physical Fitness: Walking – 1 mile	S-026
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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			
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 S-027
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"> Student will ride bike to park. Student will ride bike to store. Student will ride bike to job site.
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

Area:	Science	Task Name:	Physical Fitness: Riding bike – ¼ mile	S-027
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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			
Setting			
Person			
Rides Bike	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 – 2 miles S-028
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"> Student rides bike to park. Student rides bike to store. Student rides bike to job site.
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

Area:	Science	Task Name:	Physical Fitness: Riding bike – 2 miles	S-028
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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			
Setting			
Person			
Rides bike	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: Swimming – length of pool S-029
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"> • Student will swim the length of the pool.
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

Area:	Science	Task Name:	Physical Fitness: Swimming – length of pool	S-029
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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			
Person			
Swims	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 S-030
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"> • Student will swim 3 laps of the pool.
Scoring	<ul style="list-style-type: none"> • Student will independently swim 3 laps 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

Area:	Science	Task Name:	Physical Fitness: Swimming – 3 laps	S-030
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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			
Person			
Swims	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 S-031
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"> • Student turns the cd player on during free time • Student turns the TV on to watch a video
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

Area:	Science	Task Name:	Environment: Controls audio and/or visual environment by turning switches on/off
			S-031

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			
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: Controls audio and/or visual environment by operating audio and/or visual technology S-032
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"> Ask student to turn the volume up on the video Ask student to skip the song on the DVD to the next song to be sung during music time Ask student to change the channel on the TV
Scoring	Student operates audio and/or video technology. (<u>O</u> perates)
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

Area:	Science	Task Name:	Environment: Controls audio and/or visual environment by operating audio and/or visual technology S-032
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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 S-033
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"> • Door bell – student answers door • Beeper/timer in classroom – student transitions to next activity • Telephone rings – student answers the phone
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

Area:	Science	Task Name:	Environment: Responds to environmental sounds – takes action S-033
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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			
Sound			
Action			
Setting			
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 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	
Area	Science
Task Name	Geography/Transportation: Uses 5 land features words S-034
Task Description	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	
Setup	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).
Generalization	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).
Instructions	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.
Examples of Task	<ul style="list-style-type: none"> • Pointing to a picture in an outdoor magazine, ask, "What is the man fishing in?" • Present a photo of a mountain and ask, "What is this?"
Scoring	Student uses geography words 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 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

Area:	Science	Task Name:	Geography/Transportation: Uses 5 land features words 034	S-
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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						
Setting						
Person						
Word 1:	*	Yes No	Yes No	Yes No		
Word 2:	*	Yes No	Yes No	Yes No		
Word 3:	*	Yes No	Yes No	Yes No		
Word 4:	*	Yes No	Yes No	Yes No		
Word 5:	*	Yes No	Yes No	Yes No		
Overall Number Correct		/15				

*Enter the geography 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	Geography/Transportation: Uses 5 transportation words S-035
Task Description	Student uses transportation vocabulary (for example, car, bus, train). (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 transportation vocabulary (for example, car, bus, train). To the degree possible, use actual vehicles for assessment. Pictures are acceptable when necessary.
Generalization	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).
Instructions	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.
Examples of Task	<ul style="list-style-type: none"> Teacher points to a car and asks, "What is that?" Teacher asks, "How did we get to the theatre yesterday for the play?" Student responds, "On the bus." After reading a book with the child, assistant asks, "What did the toys ride over the mountain on?" Child responds, "A train."
Scoring	Student accurately uses transportation words. (<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 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

Area:	Science	Task Name:	Geography/Transportation: Uses 5 transportation words
			S-035

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			
Setting			
Person			
Word 1:	* Yes No	Yes No	Yes No
Word 2:	* Yes No	Yes No	Yes No
Word 3:	* Yes No	Yes No	Yes No
Word 4:	* Yes No	Yes No	Yes No
Word 5:	* Yes No	Yes No	Yes No
Overall Number Correct	/15		

*Enter the transportation 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

UAA Task Sheet

Task Description	
Area	Science
Task Name	Geography/Transportation: Follows pedestrian rules S-036
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"> • Looking both ways before crossing the street • When at crosswalk, crosses with the “Walk” light
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

Area:	Science	Task Name:	Geography/Transportation: Follows pedestrian rules S-036
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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	
Intersection With Light						
Date						
Setting						
Person						
Crosses	Yes	No	Yes	No	Yes	No
Intersection Without Light						
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 S-037
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"> • Riding public bus to and from school • Riding public bus to go to the mall • Riding public bus to and from work
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

Area:	Science	Task Name:	Geography/Transportation: Uses public bus system S-037
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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			
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 S-038
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"> • When in the media center, ask, "Where are we?" "What do we do in here?" • When in the school office, ask "Where are we?" "What do we do here?"
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

Area:	Science	Task Name:	Geogr/Transport: ID 5 places & activities in the school S-038
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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	
Dates						
Place 1:	*					
Identifies Place	Yes	No	Yes	No	Yes	No
Indicates Activity	Yes	No	Yes	No	Yes	No
Place 2:	*					
Identifies Place	Yes	No	Yes	No	Yes	No
Indicates Activity	Yes	No	Yes	No	Yes	No
Place 3:	*					
Identifies Place	Yes	No	Yes	No	Yes	No
Indicates Activity	Yes	No	Yes	No	Yes	No
Place 4:	*					
Identifies Place	Yes	No	Yes	No	Yes	No
Indicates Activity	Yes	No	Yes	No	Yes	No
Place 5:	*					
Identifies Place	Yes	No	Yes	No	Yes	No
Indicates Activity	Yes	No	Yes	No	Yes	No
Correct Responses	/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 S-039
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"> • When in the grocery store, ask, "Where are we?" "What do we do here?" • When in the post office, ask, "Where are we?" "What do we do here?"
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
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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	
Dates						
Place 1:	*					
Identifies Place	Yes	No	Yes	No	Yes	No
Indicates Activity	Yes	No	Yes	No	Yes	No
Place 2:	*					
Identifies Place	Yes	No	Yes	No	Yes	No
Indicates Activity	Yes	No	Yes	No	Yes	No
Place 3:	*					
Identifies Place	Yes	No	Yes	No	Yes	No
Indicates Activity	Yes	No	Yes	No	Yes	No
Place 4:	*					
Identifies Place	Yes	No	Yes	No	Yes	No
Indicates Activity	Yes	No	Yes	No	Yes	No
Place 5:	*					
Identifies Place	Yes	No	Yes	No	Yes	No
Indicates Activity	Yes	No	Yes	No	Yes	No
Correct Responses	/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 10 places & activities in the community S-040
Task Description	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	
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 10 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"> • When in the grocery store, ask, "Where are we?" "What do we do here?" • When in the post office, ask, "Where are we?" "What do we do here?"
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:	Geography/Transportation: ID 10 places & activities in the community	S-040
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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	
Place 1:	*	Yes	No	Yes	No	Yes	No
Place 2:	*	Yes	No	Yes	No	Yes	No
Place 3:	*	Yes	No	Yes	No	Yes	No
Place 4:	*	Yes	No	Yes	No	Yes	No
Place 5:	*	Yes	No	Yes	No	Yes	No
Place 6:	*	Yes	No	Yes	No	Yes	No
Place 7:	*	Yes	No	Yes	No	Yes	No
Place 8:	*	Yes	No	Yes	No	Yes	No
Place 9:	*	Yes	No	Yes	No	Yes	No
Place 10:	*	Yes	No	Yes	No	Yes	No
Correct Responses		/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 S-041
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"> • At lunch, ask "Is your soup too hot?" • When washing hands, ask "Is the water too cold?" • When helping the student wash his/her face, ask, "Is the washcloth "comfortable" (or "okay")?"
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

Area:	Science	Task Name:	Temperature: Indicates that objects are hot/cold/comfortable S-041
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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
Too Cold			
Object			
Person			
Responds	Yes No	Yes No	Yes No
Comfortable			
Object			
Person			
Responds	Yes No	Yes No	Yes No
Too Hot			
Object			
Person			
Responds	Yes No	Yes No	Yes No
Correct Responses	/9		

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

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 S-042
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"> • At recess, student tells playground monitor he/she is too hot/cold. • When sitting near the fan in the classroom, tells teacher he/she is too cold. • Sitting in the sun at a picnic, tells teacher he/she is too hot.
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

Area:	Science	Task Name:	Temperature: Indicates that body is too hot/cold	S-042
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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
Too Cold			
Situation			
Person			
Tells Someone	Yes No	Yes No	Yes No
Too Hot			
Situation			
Person			
Tells Someone	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 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 S-043
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"> • Student is washing hands and water is too hot so student turns on cold water (or vice versa). • Student returns soup to microwave because it is cold. • Student is eating lunch that is too hot and blows on food or stirs it to cool it.
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

Area:	Science	Task Name:	Temperature: Takes action when object is too hot/cold S-043
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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
Too Cold			
Object			
Action			
Person			
Takes Action	Yes No	Yes No	Yes No
Too Hot			
Object			
Action			
Person			
Takes Action	Yes No	Yes No	Yes No
Correct Actions	/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 S-044
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

Area:	Science	Task Name:	Temperature: Takes action when body is too hot/cold S-044
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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
Too Cold			
Situation			
Action			
Person			
Takes Action	Yes No	Yes No	Yes No
Too Hot			
Situation			
Action			
Person			
Takes Action	Yes No	Yes No	Yes No
Correct Actions	/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

S-045 Weather: Responds to 3 kinds of weather by naming 3 appropriate activities

UAA Task Sheet

Task Description	
Area	Science
Task Name	Weather: Responds to 3 kinds of weather by naming 3 appropriate activities S-045
Task Description	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). (Alternative communication and technology acceptable. See pg. 19.)

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	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.
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"> • Snowing outside: student suggests building a snowman, building a snow fort, and sledding • Sunny outside: student suggests playing kickball, jumping rope, and swinging • Raining outside: student suggests board games, reading books, and watching a video
Scoring	Student independently suggests 3 appropriate activities after considering the weather. (<u>Suggests</u>)
Use of Prompts	<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?").

Assessment Record

Area:	Science	Task Name:	Weather: Responds to 3 kinds of weather by naming 3 appropriate activities
			S-045

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			
Person			
Weather 1: *	0 1 2 3	0 1 2 3	0 1 2 3
Weather 2: *	0 1 2 3	0 1 2 3	0 1 2 3
Weather 3: *	0 1 2 3	0 1 2 3	0 1 2 3
Overall Number Correct	/27		

*Enter the weather condition given to student. Enter the number of appropriate activities named.

Determination of Proficiency Level (To Be Completed During the Testing Period in the Spring)		
Check One	Proficiency Level	Criterion
	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 S-046
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"> Ask the student, "What is the weather like in this picture?"
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

Area:	Science	Task Name:	Weather: Uses 5 weather words	S-046
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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							
Setting							
Person							
Word 1:	*	Yes	No	Yes	No	Yes	No
Word 2:	*	Yes	No	Yes	No	Yes	No
Word 3:	*	Yes	No	Yes	No	Yes	No
Word 4:	*	Yes	No	Yes	No	Yes	No
Word 5:	*	Yes	No	Yes	No	Yes	No
Overall Number Correct		/15					

*Enter the weather 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

ASTRONOMY

UAA Task Sheet

Task Description	
Area	Science
Task Name	Astronomy: Uses 5 astronomy words S-047
Task Description	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	
Setup	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).
Generalization	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).
Instructions	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.
Examples of Task	<ul style="list-style-type: none"> • Ask the student, "What are the tiny lights in the sky in this picture?" • Ask the student, "What is shining in the sky in this picture?"
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 astronomy words accurately (for example, prompting, "It's not the moon, it's the...").

Assessment Record

Area:	Science	Task Name:	Astronomy: Uses 5 astronomy words	S-047
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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						
Setting						
Person						
Word 1:	*	Yes No	Yes No	Yes No		
Word 2:	*	Yes No	Yes No	Yes No		
Word 3:	*	Yes No	Yes No	Yes No		
Word 4:	*	Yes No	Yes No	Yes No		
Word 5:	*	Yes No	Yes No	Yes No		
Overall Number Correct		/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 S-048
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"> • When resting under a tree at recess, ask the student, "What are you sitting under?" • While completing a nature art project, student indicates what materials he/she is using (for example, leaves, grass, twigs)
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

Area:	Science	Task Name:	Biology: Uses 5 plant words	S-048
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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						
Setting						
Person						
Word 1:	*	Yes No	Yes No	Yes No	Yes No	
Word 2:	*	Yes No	Yes No	Yes No	Yes No	
Word 3:	*	Yes No	Yes No	Yes No	Yes No	
Word 4:	*	Yes No	Yes No	Yes No	Yes No	
Word 5:	*	Yes No	Yes No	Yes No	Yes No	
Overall Number Correct		/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 S-049
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"> • A dog runs across the school yard; teacher asks, "What is that?" • While reading a book about animals, ask, "What is that?" • Student watches as a bird lands on a branch nearby at a park; ask "What is it?"
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

Area:	Science	Task Name:	Biology: Uses 5 animal names	S-049
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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							
Setting							
Person							
Word 1:	*	Yes	No	Yes	No	Yes	No
Word 2:	*	Yes	No	Yes	No	Yes	No
Word 3:	*	Yes	No	Yes	No	Yes	No
Word 4:	*	Yes	No	Yes	No	Yes	No
Word 5:	*	Yes	No	Yes	No	Yes	No
Overall Number Correct		/15					

*Enter the animal 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	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) S-050
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"> • "Does your job coach have your time card?" • "How many pencils does John have in his box?" • "Are you going outside for PE today?"
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

Area:	Science	Task Name:	Collects and uses data: Responds to questions that require investigation (asks appropriate person) S-050
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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			
Question			
Setting			
Person			
Investigates	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 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) S-051
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"> • "Is there more paper in the paper bin?" • "Do we have any more tissues?" • "Did someone put the lunch count on the door?"
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

Area:	Science	Task Name:	Collects and uses data: Responds to questions that require investigation (looks in one place) S-051
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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			
Question			
Setting			
Person			
Investigates	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 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) S-052
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"> • "Did you collect everyone's workbook?" (Student must scan all the desks.) • "Where is Sarah?" (Student may have to search in several places.)
Scoring	Student investigates by searching more than one place to obtain the 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 investigating (for example, pointing or gesturing where student should look; saying, "Look under the swings and on the slide for your coat.").

Assessment Record

Area:	Science	Task Name:	Collects and uses data: Responds to questions that require investigation (Searches) S-052
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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			
Question			
Setting			
Person			
	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 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 S-053
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"> • Record score on daily work chart • Check off jobs on job chart as they are completed • Record data on out-of-seat behavior
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

Area:	Science	Task Name:	Collects and uses data: Uses checklist to record/report observations
			S-053

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			
Type of checklist			
Setting			
Person			
Records	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 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 S-054
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"> Put dishes away after a cooking class Put dishes away after a party Put dishes away after snack
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

Area:	Science	Task Name:	Classification: Sorts dishes/silverware	S-054
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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			
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 S-055
Task Description	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. (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 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"> Put groceries away in the home economics room Stock food shelves at work site Put away party food supplies in the faculty lounge
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 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?”).

Assessment Record

Area:	Science	Task Name:	Classification: Sorts food	S-055
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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			
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 leisure items S-056
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"> • Clean up after indoor recess • Put equipment away after outdoor recess • Clean up after a class party
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

Area:	Science	Task Name:	Classification: Sorts leisure items	S-056
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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			
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

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