

Construction:

- ❖ Used number sets 0-10 and 0-20
- ❖ Randomly selected either 0-10 or 0-20
- ❖ From the selected number set, selected two numbers for each problem
- ❖ If the next two random numbers are identical (i.e., next two numbers are both 2's) eliminate one, and move to the next number.

Directions for Quantity Discrimination:

1. Place the student copy in front of the student.
2. Place the examiner copy on a clipboard and position so the student cannot see what the examiner records.
3. Say these specific directions to the student:

“Look at the paper in front of you. In each row there are some boxes with numbers in them.” (Point to the first set of boxes in the top row). **“I want you to tell me the number that is bigger.”**

4. Correct Response:

“Good. 7 is bigger than 1.” (Point to the second set of boxes in the top row.)

Incorrect Response:

“The number that is bigger is 7. You should have said 7 because 7 is bigger than 1.” (Point to the second set of boxes in the top row.)

5. Say to the student:

“Here is another example. Tell me the number that is bigger.”

6. Correct Response:

“Good. 6 is bigger than 2.” (Point to the third set of boxes in the top row).

Incorrect Response:

“The number that is bigger is 6. You should have said 6 because 6 is bigger than 2.” (Point to the third set of boxes in the top row.)

5. Say to the student:

“Here is another example. Tell me the number that is bigger.”

6. Correct Response:

“Good. 8 is bigger than 0.” (Turn the page).

Incorrect Response:

“The number that is bigger is 8. You should have said 8 because 8 is bigger than 0.” (Turn the page.)

7. Say to the student:

“The paper in front of you has boxes with two numbers in each box. When I say begin, I want you to tell me which number is bigger. Start here and go across the page (demonstrate by pointing). Try each one. If you come to one that you don’t know, I’ll tell you to try the next one. Are there any questions? Put your finger on the first one. Ready, begin.”

8. Start your stopwatch. If the student fails to attempt (does not give the answer to the first problem) after 3 seconds, tell the student to

“Try the next one.”

9. For at least the first 2 to 3 rows of problems, you may need to prompt the student by pointing to the next box and saying

“Tell me which number is bigger.”

10. On the administrator copy, write the number that the student says in the blank next to each problem number.

11. The maximum time for each item is 3 seconds. If a student does not provide an answer within 3 seconds, tell the student to

“Try the next one.”

12. If the student comes to the end of the page, turn the page to the next page of problems.

13. At the end of 1 minute, draw a line under the last item completed and say

“Stop.”

Scoring Rules

Rule 1: If a student correctly identifies the number score the item as correct.



Rule 2: If the student states any number other than the item number score the item as incorrect.

Rule 3: If a student hesitates or struggles with a problem for 3 seconds tell the student to “try the next one” and score the item as incorrect.

Rule 4: If a student skips a problem, score the problem as incorrect.

Rule 5: If a student skips an entire row, mark each problem in the row as incorrect.