

# Number Facts

## Administration directions

<b>Model</b>
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1. Take the model card.
2. Say: "**Now we are going to point to some numbers. First, I will do it. Watch and listen.**" Place the card in front of the student, make sure they are attentive, and say: "**I am going to look at these numbers.**" Say: "**[Number] plus/minus [number] equals blank.**" as you are dragging your finger across the problem. Say the numbers in the column below the problem as you are dragging your finger across. Say: "**Which of these numbers equals [number] plus/minus [number]?**" Drag your finger across the numbers as you are asking, and point to the blank.
3. Say: "**The number "..."** [say the number on the back of the card as you are point to the correct item on the card] **equals [number] plus/minus [number].**"
4. Say: "**[number] plus/minus [number] equals "...".**" as you are dragging your finger across the problem and pointing to the blank.


## Practice #1 and 2

### Level-0 prompt

1. Take the first practice card.
2. Say: "**Now, it is your turn.**" (For practice item #2 replace this sentence with "**Let's try another one.**" and take the next practice card). Place the card in front of the student, make sure they are attentive, know how to point, and say: "**First, I am going to read the numbers of top**". Say: "**[Number] plus/minus [number] equals blank.**" as you are dragging your finger across the problem. Say: "**Then, I am going to read these numbers below.**" Say the numbers in the column below the problem as you are dragging your finger across. Say: "**Then, you will point to the number here that fits in the blank** (drag your finger across the problem). Say: "**Point to the number here that equals [number] plus/minus [number].**" Drag your finger across the numbers as you are asking, and point to the blank.
3. Say: "**You can begin.**"




4. Start stopwatch (5 seconds).

5. If the student gives the correct answer within 5 seconds,  record 1, and say: "**Let's do another one.**"

### Level-1 prompt


1. If the student gives a wrong answer or does not begin to respond

within 5 seconds,  record 0 or NR, and with the same card in front of the student say: "**Let's try again.**" Say: "**[Number] plus/minus [number] equals blank.**" as you are dragging your finger across the problem. Say the numbers in the column below the problem as you are dragging your finger across. Say: "**Point to the number that equals [number] plus/minus [number].**" Drag your finger across the numbers as you are asking, and point to the blank.

2. Say: "**You can begin.**"




3. Start stopwatch (5 seconds).

4. If the student gives the correct answer within 5 seconds,  record 1, and say: "**Let's do another one.**"

### **Level-2 prompt**

1. If the student gives a wrong answer or does not begin to respond

within 5 seconds,  record 0 or NR, and with the same card in front of the student say: "**Let's try again.**" Say: "**[Number] plus/minus [number] equals blank.**" as you are dragging your finger across the problem. Say: "**Point to this number.**" (while making the gesture of pointing to the correct item out of 3). Say: "...". [say the number of the back of the card]. Say: "**[Number] plus/minus [number] equals "...".**" as you are pointing to the correct number out of 3.

2. Say: "**You can begin.**"



3. Start stopwatch (5 seconds).
4. If the student gives the correct answer within 5 seconds, record 1 and say: "**Let's do another one.**"

### **Level-3 prompt**

1. If the student gives a wrong answer or does not begin to respond, record 0 or NR and with the same card in front of the student say: "**Let's try again.**" Say: "**[Number] plus/minus [number] equals blank.**" as you are dragging your finger across the problem. Say: "**Point to this number.**" (while guiding the student's elbow with your hand to point to the correct item out of 3). Say: "...". [say the number of the back of the card]. Say: "**[Number] plus/minus [number] equals "...".**" as you are guiding the student's elbow with your hand to point to the correct item out of 3.
2. Say: "**Let's do another one.**" to complete 2 practice items.

## Test

### Level-0 prompt

1. Take the first test card.
2. Place the card in front of the student and make sure they are attentive. Say: "**Now we are going to point to some more numbers. [Number] plus/minus [number] equals blank.**" as you are dragging your finger across the problem. Say the numbers in the column below the problem as you are dragging your finger across. Say: "**Point to the number here that equals [number] plus/minus [number].**" Drag your finger across the numbers as you are asking, and point to the blank.
3. Say: "**You can begin.**"



4. Start stopwatch (administrator: 5 seconds, observer: 3



minutes) and start tape recorder (3 minutes, while recording 1 and 3 minute intervals).



5. If the student gives an answer within 5 seconds, record 1 (correct) or 0 (incorrect). Circle prompt level 0 and move onto the next test item.

### Level-1 prompt



1. If the student does not begin to respond, within 5 seconds, with the same card in front of the student say: "**Let's try again.**" Say: "**[Number] plus/minus [number] equals blank.**" as you are dragging your finger across the problem. Say the numbers in the column below the problem as you are dragging your finger across. Say: "**Point to the number here that equals [number] plus/minus [number].**" Drag your finger across the numbers as you are asking, and point to the blank.
2. Say: "**You can begin.**"



3. Start stopwatch (5 seconds).



4. If the student gives an answer within 5 seconds, record 1 (correct) or 0 (incorrect). Circle prompt level 1 and move onto the next test item.

### **Level-2 prompt**



1. If the student does not begin to respond, within 5 seconds, with the same card in front of the student say: "**Let's try again.**" Say: "**[Number] plus/minus [number] equals blank.**" as you are dragging your finger across the problem. Say: "**Point to this number.**" (while making the gesture of pointing to the correct item out of 3). Say: "...". [say the number of the back of the card]. Say: "**[Number] plus/minus [number] equals ...**." as you are pointing to the correct number out of 3.
2. Say: "**You can begin.**"




3. Start stopwatch (5 seconds).



4. If the student gives an answer within 5 seconds, record 1 (correct) or 0 (incorrect). Circle prompt level 2 and move onto the next item.

### **Level-3 prompt**

1. If the student does not begin to respond, with the same card in front of the student say: "**Let's try again.**" Say: "**[Number] plus/minus [number] equals blank.**" as you are dragging your finger across the problem. Say: "**Point to this number.**" (while guiding the student's elbow with your hand to point to the correct item out of 3). ). Say: "...". [say the number of the back of the card]. Say: "**[Number] plus/minus [number] equals ...**." as you are guiding the student's elbow with your hand to point to the correct item out of 3.
2. Do *not* record student's response but *circle* a level-3 prompt. Move onto the next test item (unless this is the 3<sup>rd</sup> time you consecutively used level-3 prompt with the student. STOP after 3 consecutively used level-3 prompts).

3. Mark the number of items administered at  1 and 3 minutes.
4. At the 3-minute mark, say: "**We are finished now, thank you.**"