

Elementary Sample

COLORS



Assessment Sequence

Level 1: Matching Colors

Level 2: Identifying Colors

Level 3: Understanding Words for Colors

PRESENT LEVEL OF PERFORMANCE (PLOP)

Date:	Date:	Date:
Matches Colors	Identifies Colors	Understands Words for Colors
<input type="checkbox"/> Level 1	<input type="checkbox"/> Level 2	<input type="checkbox"/> Level 3

COLORS: MATCHING COLORS

TESTING GUIDELINES

STUDENT ASSESSMENT

Turn to the Initial Assessment on page 41 in the Student Assessment book.

MATERIALS

- COLOR CARDS
- COLOR SHEET

Use the color cards and sheet found in the Colors pocket of the *Assessment Testing Kit*.

DIRECTIONS

If the color sheet presents too many options for your student, cover parts of the sheet to minimize the number of colors shown at one time. Move the cover(s) around changing the selection of colors to ensure students are not using process of elimination.

Keep in mind, some students have vision and/or motor difficulties and may not be able to match based upon the position of materials not because they don't possess the skill. If you suspect this might be the case, try adjusting the way materials are presented and go through the colors again.

TESTING TIPS

Many of you already have a method for assessing colors. The purpose of this assessment is to determine whether or not a student possesses this skill. Feel free to present colors in the way you typically would.

If it appears a student is having difficulty differentiating between two colors (for example, hot pink and red), you may want to supplement with a more contrasting shade of that color (for example, light pink instead of hot pink).

FOLLOW-UP ASSESSMENT

One follow-up assessment is provided on page 42 in the Student Assessment book; you can copy it and assess as many times as needed.

ASSESSMENT DETAILS

GOAL

To determine if the student can match colors.

INSTRUCTION

Present the student with the color sheet. Hold up a color card and say, "Show me the same."

RESPONSE


The student points to the color that matches the card you present.

SCORING

Circle the colors the student matches correctly. Mark a line through incorrect responses. Total the correct responses and divide by 10 to determine the percentage correct.

DETERMINING PLOP LEVEL AND NEXT STEPS

Less than 80% correct: Leave blank, and go to the next content area: **Shapes**.

 80% or more correct: Mark PLOP Level 1, and go to the next section: **Identifying Colors**.

STUDENT ASSESSMENT WITH SAMPLE DATA: MATCHES COLORS

Date: 9/24/17

Red	Green	Yellow	Brown	Blue
Black	Orange	White	pink	Purple

Total Correct: 8 ÷ 10 = .8 x 100 = 80 %

COLORS

Assessment Sequence

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Level 3: Understanding Words for Colors

PRESENT LEVEL OF PERFORMANCE (PLOP)

Date:	Date:	Date:
Matches Colors	Identifies Colors	Understands Words for Colors
<input checked="" type="checkbox"/> Level 1	<input type="checkbox"/> Level 2	<input type="checkbox"/> Level 3

COLORS: IDENTIFYING COLORS

TESTING GUIDELINES

STUDENT ASSESSMENT

Turn to the Initial Assessment on page 43 in the Student Assessment book.

MATERIALS

- COLOR CARDS
- COLOR SHEET

Use the same color cards or sheet you used in the previous section, Matching Colors. You can find these materials in the Colors pocket of the *Assessment Testing Kit*. For nonverbal students, you will need to remove the cards from the ring in order to assess or use the color sheet.

DIRECTIONS

If the color sheet presents too many options for your student, use the cards instead. Vary the order of presentation and position of the cards.

FOLLOW-UP ASSESSMENT

One follow-up assessment is provided on page 44 in the Student Assessment book; you can copy it and assess as many times as needed.

ASSESSMENT DETAILS

GOAL

To determine if the student can identify colors.

INSTRUCTION

For verbal students:

Use the color cards or sheet and show the student one color at a time and say, "What color?"

For nonverbal students:

Present the student with three cards or the color sheet and say, "Show me _____ (e.g., *blue*)." If you're using the cards, pick them up after each response and present three new cards in new positions. If you're using the color sheet, randomize the order in which you ask the colors.

RESPONSE

For verbal students:

The student says the correct color.

For nonverbal students:

The student points to the correct color.

SCORING

Circle the colors the student identifies correctly. Mark a line through incorrect responses. Total the correct responses and divide by 10 to determine the percentage correct.

DETERMINING PLOP LEVEL AND NEXT STEPS

→ Less than 80% correct: Leave blank, and go to the next content area: **Shapes**.

80% or more correct: Mark PLOP Level 2, and go to the next section: **Understanding Words for Colors**.

STUDENT ASSESSMENT WITH SAMPLE DATA: IDENTIFIES COLORS

Date: 9/24/17

Red	Green	Yellow	Brown	Blue
Black	Orange	White	Pink	Purple

Total Correct: 4 ÷ 10 = .4 x 100 = 40 %

COLORS

Assessment Sequence

Level 1: Matching Colors

Level 2: Identifying Colors

Level 3: Understanding Words for Colors

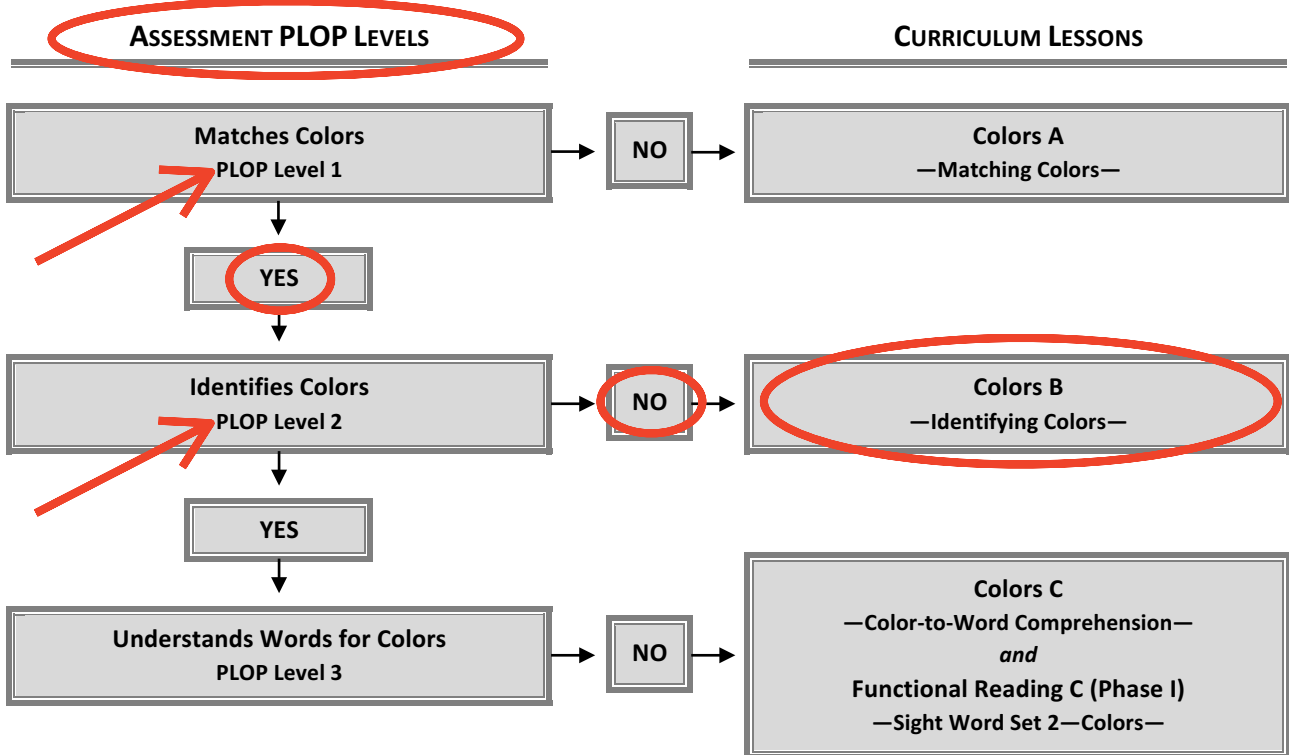
PRESENT LEVEL OF PERFORMANCE (PLOP)

Date:	Date:	Date:
Matches Colors	Identifies Colors	Understands Words for Colors
<input checked="" type="checkbox"/> Level 1	<input type="checkbox"/> Level 2	<input type="checkbox"/> Level 3

You are finished with the Colors Assessment and are ready to begin the Curriculum.

COLORS

CURRICULUM FLOW CHART



SKILL SEQUENCE

1. Match colors.
2. Identify colors.
3. Comprehend words for colors.

GOALS AND OBJECTIVES

	Long-Term Goal Student will:	Short-Term Objective Student will:
A—Matching Colors	Identify common colors.	Match ___ (e.g., 5) common colors to the same color.
B—Identifying Colors	Identify colors.	Identify ___ (e.g., 5) colors.
C—Color-to-Word Comprehension	Comprehend words for colors.	Connect ___ (e.g., 5) words to colors.

INSTRUCTIONAL GUIDELINES AND TEACHING MATERIALS



MATCHING AND IDENTIFYING COLORS

After a student is able to match the colors provided in this section, have him or her match color cards to colors throughout the classroom and school environment. For example, show the student a color card and ask him or her to go find a pencil that is the same color.

Do the same thing when teaching Identifying Colors. For example, ask the student “What color is Joe’s shirt?” or “What colors are the PE uniforms?” For nonverbal students, ask them to point to someone wearing the color red or to go sit at the table that has a red object on it.

Doing this ensures that a student’s skills are generalizing beyond just the color cards and sheets. Track data using the same data sheet. Put a “G” above your initials to indicate you are testing for generalization.

Twenty Color Cards (two of each color: red, green, yellow, blue, orange, black, brown, white, pink, and purple) and three Color Sheets are provided in the Colors section of the *Teaching Materials Kit* or can be found on the *Reproducible Materials* flash drive. Use these items for both Matching and Identifying Colors.

Feel free to add additional colors when appropriate.

COLOR-TO-WORD COMPREHENSION

Many students will be working on sight words and colors simultaneously. It’s not uncommon for students to be able to read and decode words without having a clear understanding of the meaning. This program is designed to teach students the connection between the word and the color.

Use the color cards and sheets found in the Colors section and Sight Word Set 2—Colors found in the Functional Reading section of the *Teaching Materials Kit* or create them from the templates provided on the *Reproducible Materials* flash drive.

Teacher Tip: Once students are able to match words to the color cards and sheets, have them go on a “Color Hunt.” This activity not only tests for generalization but can be done independently. Give a student sticky notes with words or word cards and have them walk around the classroom and/or school, placing notes/cards on corresponding colored objects. Another idea is to have them lay out the word cards on a table and collect colorful items around the classroom to place on the appropriate card.

COLORS B—IDENTIFYING COLORS

Long-Term Goal: Student will identify colors.	Short-Term Objective: Student will identify ___ (e.g., 5) colors.
Materials: Color Cards, Color Sheets Use the color cards and sheets found in the Colors section of the <i>Teaching Materials Kit</i> or create them from the templates provided on the <i>Reproducible Materials</i> flash drive.	
Notes: Rotate between the color sheets and cards to present several opportunities for identifying colors. When you are using color cards, make sure you vary the position of the cards after each response. To test for generalization, ask students to identify colors throughout the classroom and school environment. Track data using the same data sheet. Put a “G” above your initials to indicate you are testing for generalization.	

Instruction	Correct Response	Correction Procedure	Data
<p>Verbal students: Present one card/color at a time and ask the student, “What color?”</p> <p>Nonverbal students: Present three cards or a color sheet and say, “Show me/point to _____ (color).”</p>	<p>Verbal: Student says the correct color.</p> <p>Nonverbal: Student points to the correct color.</p>	<p>Point to the color and say, “This is _____ (color).”</p> <p>Repeat the instruction (with the same color) and say,</p> <p>Verbal: “What color?”</p> <p>Nonverbal: “Show me/point to _____ (color).”</p> <p>Reinforce correct responses.</p>	<p>Correct Response: Praise, and circle the corresponding number on the data sheet.</p> <p>Incorrect Response: Mark a line through the corresponding number on the data sheet.</p>

SAMPLE DATA: COLORS B—IDENTIFYING COLORS

Student: Mia

Year: 2017

Numbers “1” through “10” represent the number of trials on a given day. Circle correct responses and mark a line through incorrect responses. To see a graph of the student’s progress, draw a square around the total number of correct responses in each column; then connect the squares with a line. The squares correlate to the percentage correct shown in the far-right column.

Mark a “G” above your initials when you are testing for generalization.

Note: On the lines provided below, write the colors the student is working on.

G

Initials:	SF	SF	CS											Correct
Date:	9/7	9/8	9/9											
Red	10	10	(10)	10	10	10	10	10	10	10	10	10	10	100%
Yellow	(9)	(9)	(9)	9	9	9	9	9	9	9	9	9	9	90%
Black	(8)	(8)	(8)	8	8	8	8	8	8	8	8	8	8	80%
Brown	(7)	7	(7)	7	7	7	7	7	7	7	7	7	7	70%
White	(6)	6	(6)	6	6	6	6	6	6	6	6	6	6	60%
Green	5	(5)	(5)	5	5	5	5	5	5	5	5	5	5	50%
Orange	(4)	(4)	4	4	4	4	4	4	4	4	4	4	4	40%
Blue	3	3	(3)	3	3	3	3	3	3	3	3	3	3	30%
Pink	(2)	(2)	2	2	2	2	2	2	2	2	2	2	2	20%
Purple	(1)	1	(1)	1	1	1	1	1	1	1	1	1	1	10%

Instruction: “What color?” or “Show me _____.”

Initials:														Correct
Date:														
_____	10	10	10	10	10	10	10	10	10	10	10	10	10	100%
_____	9	9	9	9	9	9	9	9	9	9	9	9	9	90%
_____	8	8	8	8	8	8	8	8	8	8	8	8	8	80%
_____	7	7	7	7	7	7	7	7	7	7	7	7	7	70%
_____	6	6	6	6	6	6	6	6	6	6	6	6	6	60%
_____	5	5	5	5	5	5	5	5	5	5	5	5	5	50%
_____	4	4	4	4	4	4	4	4	4	4	4	4	4	40%
_____	3	3	3	3	3	3	3	3	3	3	3	3	3	30%
_____	2	2	2	2	2	2	2	2	2	2	2	2	2	20%
_____	1	1	1	1	1	1	1	1	1	1	1	1	1	10%

Instruction: “What color?” or “Show me _____.”