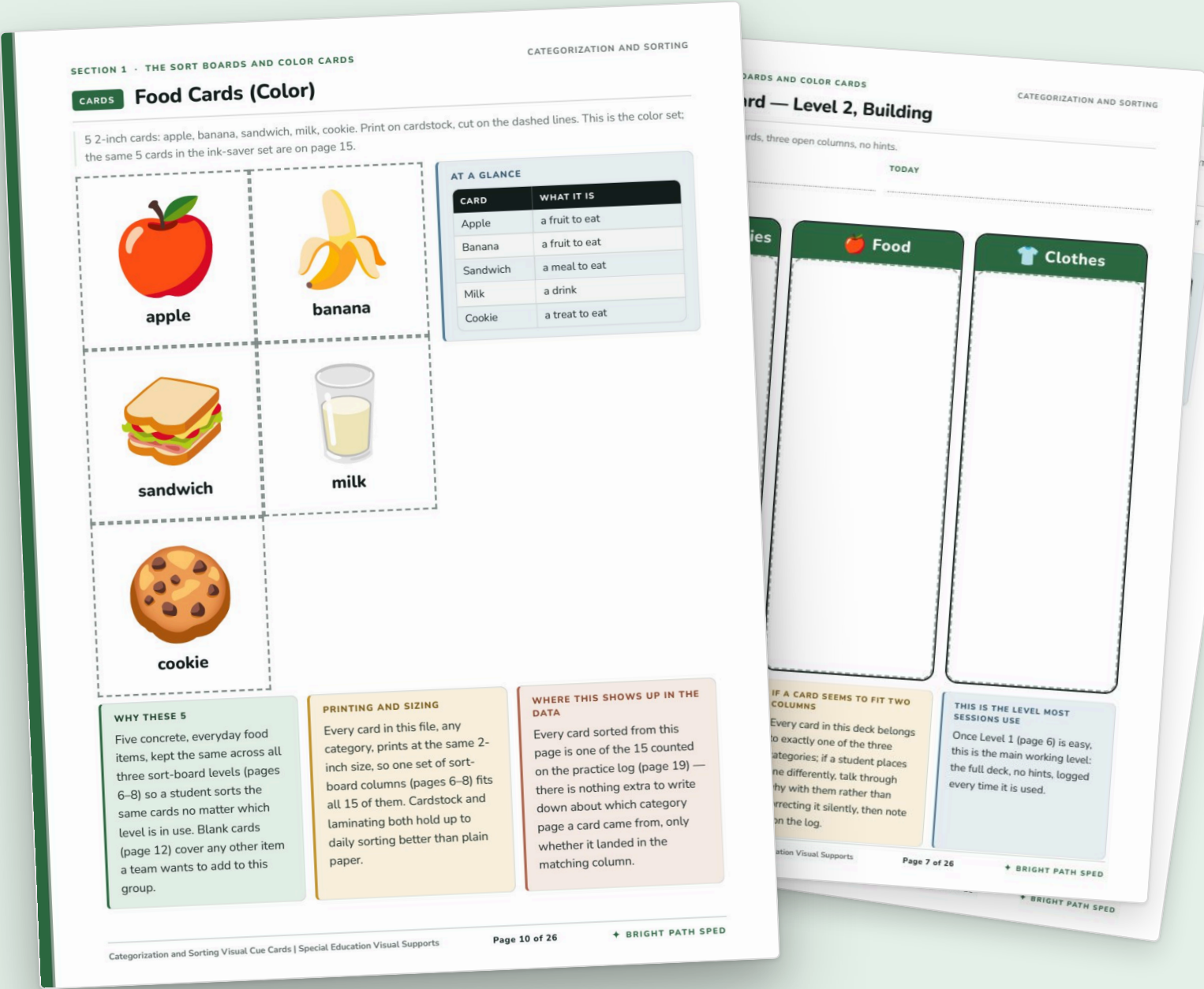


Categorization and Sorting Cards



What Is Inside, and Where

Before you begin

PAGE 4



Start Here —
Three Steps
START HERE

4

01 The Sort Boards and Color Cards

PAGES 6–12



Sort Board —
Level 1, Starting
BOARD

6



Sort Board —
Level 2, Building
BOARD

7



Sort Board —
Level 3, Ready for
More
BOARD

8



School Supplies
Cards (Color)
CARDS

9



Food Cards (Color)
CARDS

10



Clothes Cards
(Color)
CARDS

11



Blank Sort Cards
(Type or Write It)
CARDS

12

02 The Ink-Saver Cards

PAGES 14–16



School Supplies
Cards (Ink-Saver)
CARDS

14



Food Cards (Ink-
Saver)
CARDS

15



Clothes Cards
(Ink-Saver)
CARDS

16

03 Using It, Data and Home

PAGES 18–25



How to Use the
Sort Board and
the Three Levels
REFERENCE

18



Sorting Practice
Log
LOG

19



Weekly Roll-Up
and Graph
TRACKER

20



Filled Example
EXAMPLE

21



Family Page
NOTES

22



Hand-Off to
Another Adult or
Room
NOTES

23



Phrase Bank
REFERENCE

24



Storage and
Binder Labels
REFERENCE

25

HOW THE TAGS ON EACH PAGE WORK

Every page carries a small tag in its top corner, the same word used above: **Board** a sort mat to fill out, **Cards** a sheet of cut-apart pictures, **Log** the data sheet, **Tracker** the weekly roll-up, **Example** the filled-in sample, **Notes** a page meant to be sent out or handed off, and **Reference** everything else you read rather than fill in.

Start Here — Three Steps



1

Print and cut

Print the three category card pages from the color set on cardstock (pages 9–11), or the ink-saver set (pages 14–16) on plain paper. Laminate, cut on the dashed lines.

Blank cards for anything the 15 printed cards do not cover are on page 12: type or write the word, print, cut.



2

Pick a level, sort the deck

Level 1 (page 6) is errorless, six cards matched to a faint twin. Level 2 (page 7) is the standard sort, all 15 cards. Level 3 (page 8) reads word-only headers and adds a written item.

The how-to page (18) has the rest: choosing a level, what to do when a card does not sort cleanly, and moving between levels.



3

Log it, roll it up, send it home

One row on the log (page 19) each sort session: which level, how many cards sorted, how many correct.

Total the week on the roll-up (page 20) and dot the graph. Send the family page (page 22) home when the cards are new; the hand-off page (page 23) goes with the cards to any other adult.

WHAT THIS FILE IS

A fillable PDF: 15 cut-apart sort cards in three categories, printed in two art sets (color and ink-saver), three sort-board levels, 12 blank cards, and type-in fields on the boards, the log, the roll-up, the family and hand-off pages and the blank cards. It works offline with no account or subscription and prints the same on every machine.

WHAT THIS FILE IS NOT

It is not an editable online slideshow or word-processor document, a behavior plan, an eligibility tool, or a therapy protocol, and it names no clinical finding. It supplies no prompt hierarchy, fading schedule or mastery rule and promises no outcome; it shows a student three everyday categories and counts how many cards land in the right one.

WHICH PAGE, WHEN

YOUR SITUATION	GO TO
A student just starting to sort these three groups	Level 1 board, page 6
A student sorting the full deck independently	Level 2 board, page 7
A student ready to read the category and add their own item	Level 3 board, page 8
A photocopier, or a copy that goes home	Ink-saver cards, pages 14–16
The IEP meeting or a family conference	Roll-up and graph, page 20; example, page 21

IF SOMETHING DOES NOT WORK, AND WHERE THIS FILE LIVES

A field will not hold my typing. Open the file in Adobe Acrobat Reader (free) or Preview, not a browser tab. **A picture reads as a different word to my student.** Use a blank card for that word; the **Ask a Question** tab on the product page reaches me, and a fix is a free update. **Confidentiality:** a filled-in log, roll-up or example-style note is a student record — initials only on anything that leaves your hands, first name only on the family page.

BOARD

Sort Board — Level 2, Building

The standard sort: all 15 cards, three open columns, no hints.

NAME _____

TODAY _____

■ LEVEL 2 • BUILDING



School Supplies



Food



Clothes

HOW THIS LEVEL WORKS

No hints on the mat. Use all 15 cards from the color (page 9) or ink-saver (page 14) sets and place each one in the matching column by its picture.

IF A CARD SEEMS TO FIT TWO COLUMNS

Every card in this deck belongs to exactly one of the three categories; if a student places one differently, talk through why with them rather than correcting it silently, then note it on the log.

THIS IS THE LEVEL MOST SESSIONS USE

Once Level 1 (page 6) is easy, this is the main working level: the full deck, no hints, logged every time it is used.

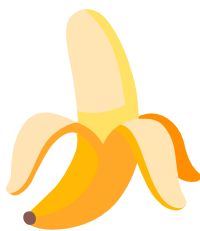
CARDS

Food Cards (Color)

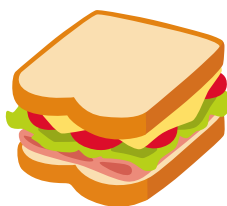
5 2-inch cards: apple, banana, sandwich, milk, cookie. Print on cardstock, cut on the dashed lines. This is the color set; the same 5 cards in the ink-saver set are on page 15.



apple



banana



sandwich



milk



cookie

AT A GLANCE

CARD	WHAT IT IS
Apple	a fruit to eat
Banana	a fruit to eat
Sandwich	a meal to eat
Milk	a drink
Cookie	a treat to eat

WHY THESE 5

Five concrete, everyday food items, kept the same across all three sort-board levels (pages 6–8) so a student sorts the same cards no matter which level is in use. Blank cards (page 12) cover any other item a team wants to add to this group.

PRINTING AND SIZING

Every card in this file, any category, prints at the same 2-inch size, so one set of sort-board columns (pages 6–8) fits all 15 of them. Cardstock and laminating both hold up to daily sorting better than plain paper.

WHERE THIS SHOWS UP IN THE DATA

Every card sorted from this page is one of the 15 counted on the practice log (page 19) — there is nothing extra to write down about which category page a card came from, only whether it landed in the matching column.

CARDS **Clothes Cards (Ink-Saver)**

5 2-inch cards: shirt, pants, socks, shoes, dress. Print on cardstock, cut on the dashed lines. This is the ink-saver set; the same 5 cards in the color set are on page 11.



AT A GLANCE	
CARD	WHAT IT IS
Shirt	worn on top
Pants	worn on the legs
Socks	worn on the feet, under shoes
Shoes	worn on the feet
Dress	worn as one piece, top and bottom

WHY THESE 5

Five concrete, everyday clothes items, kept the same across all three sort-board levels (pages 6–8) so a student sorts the same cards no matter which level is in use. Blank cards (page 12) cover any other item a team wants to add to this group.

PRINTING AND SIZING

Every card in this file, any category, prints at the same 2-inch size, so one set of sort-board columns (pages 6–8) fits all 15 of them. Cardstock and laminating both hold up to daily sorting better than plain paper.

WHERE THIS SHOWS UP IN THE DATA

Every card sorted from this page is one of the 15 counted on the practice log (page 19) — there is nothing extra to write down about which category page a card came from, only whether it landed in the matching column.

LOG

Sorting Practice Log

One row every sort session. It counts one thing: how many cards landed in the right column.

STUDENT

SETTING OR ACTIVITY

WEEK OF

• LEVEL 1 · STARTING · ■ LEVEL 2 · BUILDING · ▲ LEVEL 3 · READY FOR MORE — ONE ROW PER SORT SESSION

DATE	LEVEL (1/2/3)	CARDS SORTED	CARDS CORRECT	NOTES

WHAT ONE ROW COUNTS

One row is one sort session: which level was used, how many cards were sorted that time, and how many landed in the matching column.

TOTALING THE WEEK

Add every row's cards sorted and cards correct for the week; the roll-up (page 20) turns the two totals into a percent.

A SESSION DOES NOT NEED ALL 15

Level 1 uses six cards by design; log whatever count was actually used that session, not a fixed number.

TRACKER

Weekly Roll-Up and Graph

One row and one dot per week, from the log. Eight weeks across, 0 to 100 percent.

STUDENT

GOAL (YOUR DISTRICT'S OWN WORDING)

CRITERION (YOUR TEAM SETS IT)

#	WEEK OF	CARDS SORTED	CARDS CORRECT	PERCENT CORRECT	NOTES
1					
2					
3					
4					
5					
6					
7					
8					

PERCENT OF CARDS SORTED CORRECTLY · ONE DOT PER WEEK, THEN DRAW THE LINE



FIGURING THE PERCENT

Add every row’s cards sorted and cards correct from the log (page 19) for the week; cards correct divided by cards sorted, times 100, rounded to the nearest whole number.

BRINGING THIS PAGE TO A MEETING

A rising line says more cards are landing in the right column; the criterion field above is where your team’s own number goes, so every dot is read against the same line. This page counts what is plotted; it does not decide what a flat line means.



EXAMPLE

Filled Example

SAMPLE · INVENTED STUDENT

Every number in the read-out is re-counted straight from the two tables above.

Maya is invented, and so is every mark on this page. One school week of sort sessions on the log, then three weeks on the roll-up, to show how the two pages read once real marks are on them.

The log, one school week (page 19)

DATE	LEVEL (1/2/3)	CARDS SORTED	CARDS CORRECT	NOTES
Mon	2	15	11	Needed the three categories named before starting
Tue	2	15	13	Sorted the whole deck twice in a row
Wed	1	6	6	Errorless mat, six cards, review only
Thu	3	15	14	Wrote a real item under each column
Fri	2	15	15	All three columns full and correct

The roll-up, three weeks (page 20)

#	WEEK OF	CARDS SORTED	CARDS CORRECT	PERCENT CORRECT	NOTES
1	9/8	60	45	75%	–
2	9/15	65	56	86%	–
3	9/22	70	65	93%	–

READING THE NUMBERS

The week above: 59 of 66 cards sorted correctly across five sessions (89 percent), moving from Level 2 to a Level 1 review on Wednesday and up to Level 3 on Thursday. The three roll-up weeks: 45 of 60 (75 percent), then 56 of 65 (86 percent), then 65 of 70 (93 percent) — a line rising week on week. Every percent is that row's own correct count divided by its cards sorted.

A LINE THIS SHEET COULD WRITE

"Maya sorted 65 of 70 cards correctly the week of 9/22 (93 percent), up from 45 of 60 the week of 9/8."

HOW THE GRAPH WOULD LOOK

Three dots on the roll-up graph (page 20) at 75, 86 and 93, joined by a line that rises.

WHAT THIS EXAMPLE IS NOT

One invented student's week and three weeks after it. It sets no typical rate, predicts nothing about a real student, and says nothing about how fast a student should move between levels — that reading is your team's, not this file's. The criterion field would hold whatever Maya's team wrote, not a number this file supplies.