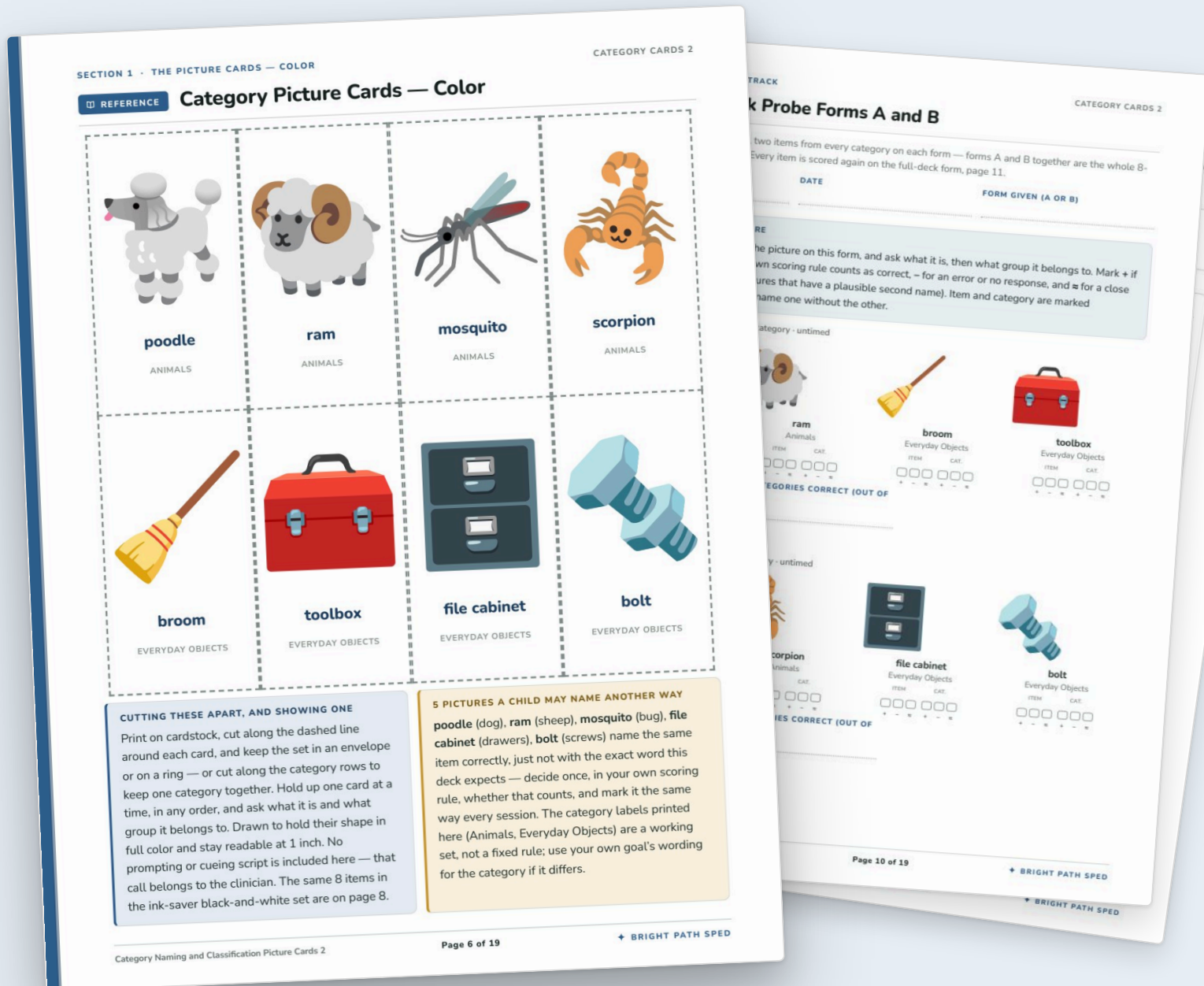


Category Naming & Classification Cards 2



19 PAGES

8 ITEMS, 2 CATEGORIES

3 PROBE FORMS

FILLABLE PDF

What Is Inside, and Where

Before you begin

PAGE 4



Start Here —
Three Steps
[START HERE](#)

4

01 The Picture Cards — Color

PAGE 6



Category Picture
Cards — Color
[REFERENCE](#)

6

02 The Picture Cards — Ink-Saver (Black and White)

PAGE 8



Category Picture
Cards — Ink-Saver
[REFERENCE](#)

8

03 Probe and Track

PAGES 10–14



Quick Probe
Forms A and B
[CHECKLIST](#)

10



Full-Deck Probe
— Item and
Category Level
[CHECKLIST](#)

11



Data Log
[LOG](#)

12



Percent Graph
[TRACKER](#)

13



Caseload
Summary
[ROSTER](#)

14

04 Share and Write

PAGES 16–18



Practice at Home
[NOTES](#)

16



Phrase Bank
[REFERENCE](#)

17



Filled Example
[EXAMPLE](#)

18

TWO ANSWERS, ONE CARD

Every card asks for two things: the item, and the group it belongs to. A child can get one right without the other — both are marked, separately, everywhere in this file.

EVERY FORM SPANS EVERY CATEGORY

Each quick form (page 10) draws two items from each of the two categories, so a single form always tests classification across the whole bank, never one category at a time.

A SMALLER, TWO-CATEGORY DECK

This deck sorts into two groups, animals and everyday objects, rather than five — a simpler entry point into the same naming-and-classifying task.

Start Here — Three Steps

Ninety seconds of reading. The cards themselves need no setup.



1

Print or load the cards

Print the color card page (page 6) or the ink-saver page (page 8) on cardstock and cut the cards apart, or open the file on a tablet and show a card from the screen.

Read the note on the card page once: 5 pictures have a plausible second name, and how you mark that is decided before the first probe.



2

Show a card, mark the response

Hold up a picture and ask what it is, then what group it belongs to.

Mark +, – or ≈ for the item AND for the category on a quick form (page 10) or the full-deck form (page 11) as you go.



3

Log it and graph the percent

Copy the correct-out-of-total onto the data log (page 12) the same day.

Plot the percent on the graph (page 13); update the caseload page (page 14) on whatever schedule your team reviews data.

Send the family page (page 16) home the same week — it uses the same pictures, so a child recognizes the practice set at home.

WHAT THIS FILE IS

A fillable PDF with drawn picture cards built in, organized by category. It works offline, with no account or subscription, and looks the same on every machine that opens it.

WHAT THIS FILE IS NOT

It is not an editable online slideshow or word-processor document, and it is not a norm-referenced or standardized test. It carries no elicitation, cueing or modeling script; it describes how to mark and total the pictures already printed.

THE RULE EVERY PAGE IN THIS FILE FOLLOWS

This file does not decide what counts as a correct item or category name, a criterion, or a typical rate for category naming. Every one of those is a blank you fill in from your own scoring rule and your team's judgment.

IF SOMETHING DOES NOT WORK

A field will not hold my typing. Open the file in Adobe Acrobat Reader (free) or Preview, not a browser tab.

I need an item or category this deck does not have. Use the **Ask a Question** tab on the product page; a new picture is a free update where the art honestly shows the item.

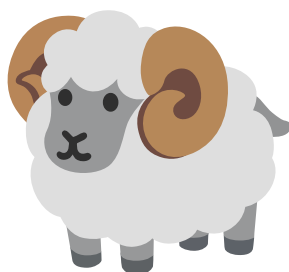
CONFIDENTIALITY, AND WHERE THIS FILE LIVES IN A CASELOAD FOLDER

A filled-in probe form, log or caseload page is a student record: initials only on anything that leaves your hands, first name only on the family page. Print the picture cards once and keep the set in an envelope with this file; the log, graph and caseload page stay in the student's data folder so the trend is the first thing anyone finds.

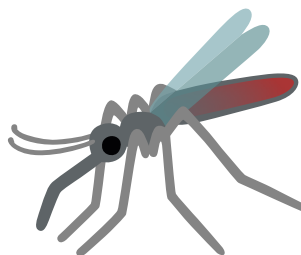
Category Picture Cards — Color

**poodle**

ANIMALS

**ram**

ANIMALS

**mosquito**

ANIMALS

**scorpion**

ANIMALS

**broom**

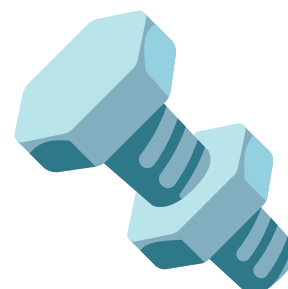
EVERYDAY OBJECTS

**toolbox**

EVERYDAY OBJECTS

**file cabinet**

EVERYDAY OBJECTS

**bolt**

EVERYDAY OBJECTS

CUTTING THESE APART, AND SHOWING ONE

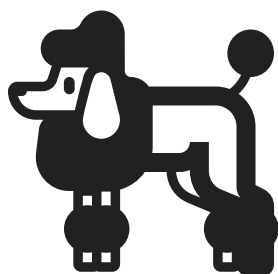
Print on cardstock, cut along the dashed line around each card, and keep the set in an envelope or on a ring — or cut along the category rows to keep one category together. Hold up one card at a time, in any order, and ask what it is and what group it belongs to. Drawn to hold their shape in full color and stay readable at 1 inch. No prompting or cueing script is included here — that call belongs to the clinician. The same 8 items in the ink-saver black-and-white set are on page 8.

5 PICTURES A CHILD MAY NAME ANOTHER WAY

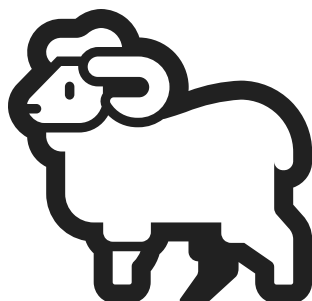
poodle (dog), **ram** (sheep), **mosquito** (bug), **file cabinet** (drawers), **bolt** (screws) name the same item correctly, just not with the exact word this deck expects — decide once, in your own scoring rule, whether that counts, and mark it the same way every session. The category labels printed here (Animals, Everyday Objects) are a working set, not a fixed rule; use your own goal's wording for the category if it differs.

REFERENCE

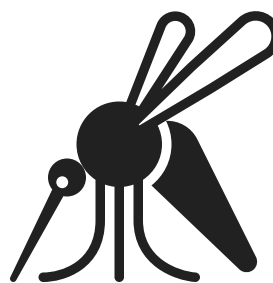
Category Picture Cards — Ink-Saver

**poodle**

ANIMALS

**ram**

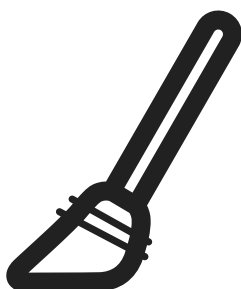
ANIMALS

**mosquito**

ANIMALS

**scorpion**

ANIMALS

**broom**

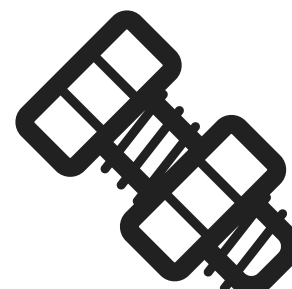
EVERYDAY OBJECTS

**toolbox**

EVERYDAY OBJECTS

**file cabinet**

EVERYDAY OBJECTS

**bolt**

EVERYDAY OBJECTS

CUTTING THESE APART, AND SHOWING ONE

Print on cardstock, cut along the dashed line around each card, and keep the set in an envelope or on a ring — or cut along the category rows to keep one category together. Hold up one card at a time, in any order, and ask what it is and what group it belongs to. Pure black outlines, so a photocopier spends the least ink it can. No prompting or cueing script is included here — that call belongs to the clinician. The same 8 items in the full-color set are on page 6.

5 PICTURES A CHILD MAY NAME ANOTHER WAY

poodle (dog), **ram** (sheep), **mosquito** (bug), **file cabinet** (drawers), **bolt** (screws) name the same item correctly, just not with the exact word this deck expects — decide once, in your own scoring rule, whether that counts, and mark it the same way every session. The category labels printed here (Animals, Everyday Objects) are a working set, not a fixed rule; use your own goal's wording for the category if it differs.



CHECKLIST

Quick Probe Forms A and B

Two forms, 4 pictures each, two items from every category on each form — forms A and B together are the whole 8-item bank with no overlap. Every item is scored again on the full-deck form, page 11.

STUDENT

DATE

FORM GIVEN (A OR B)

HOW TO MARK EACH PICTURE

Show the card, or point to the picture on this form, and ask what it is, then what group it belongs to. Mark + if the response is what your own scoring rule counts as correct, – for an error or no response, and ≈ for a close form (page 6 names the pictures that have a plausible second name). Item and category are marked separately, since a child can name one without the other.

Form A 4 pictures, two from every category · untimed



poodle

Animals

ITEM CAT.

☐	☐	☐	☐	☐	☐
+	–	≈	+	–	≈

ITEMS CORRECT (OUT OF 4)



ram

Animals

ITEM CAT.

☐	☐	☐	☐	☐	☐
+	–	≈	+	–	≈

CATEGORIES CORRECT (OUT OF 4)



broom

Everyday Objects

ITEM CAT.

☐	☐	☐	☐	☐	☐
+	–	≈	+	–	≈



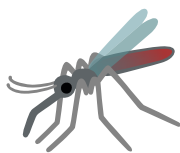
toolbox

Everyday Objects

ITEM CAT.

☐	☐	☐	☐	☐	☐
+	–	≈	+	–	≈

Form B 4 pictures, two from every category · untimed



mosquito

Animals

ITEM CAT.

☐	☐	☐	☐	☐	☐
+	–	≈	+	–	≈

ITEMS CORRECT (OUT OF 4)



scorpion

Animals

ITEM CAT.

☐	☐	☐	☐	☐	☐
+	–	≈	+	–	≈

CATEGORIES CORRECT (OUT OF 4)



file cabinet

Everyday Objects

ITEM CAT.

☐	☐	☐	☐	☐	☐
+	–	≈	+	–	≈



bolt

Everyday Objects

ITEM CAT.

☐	☐	☐	☐	☐	☐
+	–	≈	+	–	≈



CHECKLIST

Full-Deck Probe — Item and Category Level

STUDENT

DATE

LEVEL SCORED (ITEM, CATEGORY, OR BOTH)

#	ITEM	CATEGORY	ITEM NAMED	CATEGORY NAMED	WHAT WAS SAID (VERBATIM, IF NOT THE TARGET)
1	 poodle	Animals	 + - ≈	 + - ≈	
2	 ram	Animals	 + - ≈	 + - ≈	
3	 mosquito	Animals	 + - ≈	 + - ≈	
4	 scorpion	Animals	 + - ≈	 + - ≈	
5	 broom	Everyday Objects	 + - ≈	 + - ≈	
6	 toolbox	Everyday Objects	 + - ≈	 + - ≈	
7	 file cabinet	Everyday Objects	 + - ≈	 + - ≈	
8	 bolt	Everyday Objects	 + - ≈	 + - ≈	

ITEM LEVEL TOTAL (CORRECT OUT OF 8)

CATEGORY LEVEL TOTAL (CORRECT OUT OF 8)

TWO LEVELS ON ONE SHEET

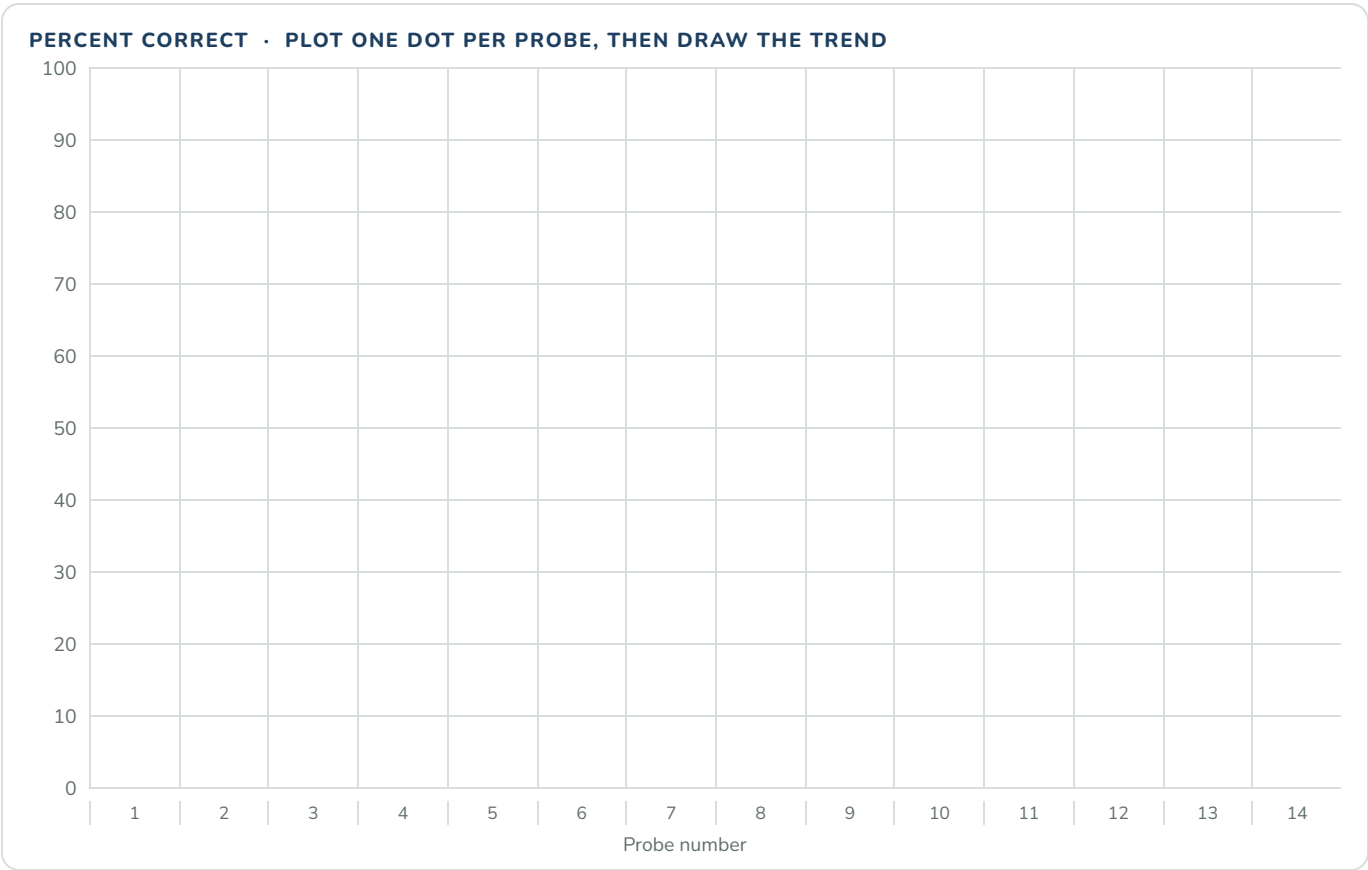
All 8 items in deck order, one line each — item and category, marked + / - / ≈ the same way as the quick forms. A student can name an item correctly but not its category, or the reverse; the two columns are never combined into one mark. Total each column at the foot and carry it to the log (page 12) as correct out of 8.

 TRACKER

Percent Graph

Fourteen probes across. Copy this page once per level, the same way as the log.

STUDENT	LEVEL GRAPHED HERE (ITEM / CATEGORY)	CRITERION (YOUR TEAM SETS IT)



READING THREE POINTS IN A ROW

Three probes in a row flat or moving the wrong way is a reason to look at the notes column on the log, not a reason to wait for a fourth. This page counts what is plotted; it does not decide what a flat line means for this student.

COPYING THIS PAGE

Keep one graph per level, the same way as the log: a student working on naming the item and naming its category gets two copies of this page, each labeled in the field above, never one line mixing the two.

SETTING THE CRITERION FIELD

This page does not print a sample number or a typical rate for category naming. Write the criterion your team agreed to (from the goal, or from the baseline on the data log, page 12) in the field above before the first probe, so every dot after it is read against the same line.

BRINGING THIS PAGE TO A MEETING

A trend line is easier to read across a table than a stack of percentages. Photocopy or screenshot this page for the annual review or a family conference; the raw rows stay on the data log, out of the meeting packet.

 **NOTES**

Practice at Home

Send home the same week these pictures are new in session. No jargon, no percents — the data log already has those.

STUDENT

WEEK OF

FROM (SLP)

THIS WEEK'S PICTURES (CIRCLE THE ONES WE PRACTICED)



poodle
Animals



scorpion
Animals



broom
Everyday Objects



bolt
Everyday Objects

SOMETHING THAT WENT WELL

.....

.....

TWO MINUTES AT HOME (WHAT IS IT, AND WHERE DOES IT BELONG?)

Point to a card and ask what it is, then what group it belongs with. Then find one more thing around the house that belongs in the same group.

.....

.....

.....

WE PRACTICED (INITIAL THE DAY)

MON	TUE	WED	THU	FRI	SAT	SUN

GROUPS WE NOTICED OUTSIDE OF PRACTICE TIME

Anywhere a family sorted or named a group together — unpacking groceries, putting toys away, getting dressed.

.....

.....

ANYTHING TO FLAG BEFORE NEXT SESSION

.....

QUESTIONS? BEST WAY TO REACH ME

SIGNATURE (FAMILY), IF YOUR SCHOOL ASKS FOR IT



EXAMPLE

Filled Example

SAMPLE · INVENTED STUDENT

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

Theo is invented, and so is every mark on this page. Eight quick probes at item level, Forms A and B rotating.

#	DATE	FORM	CORRECT	OUT OF	PERCENT	NOTES
1	9/9	A	1	4	25%	baseline
2	9/16	B	2	4	50%	baseline
3	9/23	A	2	4	50%	baseline
4	9/30	B	2	4	50%	named the item, said “drawers” for file cabinet, marked ≈ on item
5	10/7	A	3	4	75%	–
6	10/14	B	3	4	75%	3 probes above the last low point—team kept the plan
7	10/21	A	4	4	100%	–
8	10/28	B	4	4	100%	criterion range reached twice

READING THE NUMBERS

Sessions 1–3 (Forms A, B, A) scored 1, 2 and 2 of 4: baseline is the median of the three, 2 of 4, 50 percent. By session 8, Theo named 4 of 4, 100 percent — a 50 percentage-point rise from baseline. Every percent above is that row’s own correct count divided by 4, times 25.

A LINE THIS LOG COULD WRITE

“On picture probes of category naming (4 pictures, two per category, item level, untimed), Theo named the item in 2 of 4 pictures at baseline in September and 4 of 4 on the most recent probe in October.”

WHERE THEO WOULD SIT ON THE CASELOAD PAGE

One row: level “item,” baseline 50 percent, current 100 percent, trend up, decision “continue current plan” — the same numbers this table already shows, carried onto page 14 in one line instead of eight rows.

WHAT THIS EXAMPLE IS NOT

One invented child’s eight sessions. It does not predict how quickly any real student will move, and it sets no typical rate for category naming — it exists only to show how the log, the table and the graph read once numbers are actually on them.

CATEGORY LEVEL WOULD GET ITS OWN COPY

This example tracks item level only. If Theo were also working on naming the category, that level would get its own copy of the data log, its own graph, and its own row of numbers here — the two levels are never averaged into one score. The session-4 note shows the scoring rule at work: “drawers” for file cabinet was marked ≈ because that is what this clinician decided once on page 6; another team could accept it outright, as long as the rule is the same every session.