

Classroom Job Chart Cards

SECTION 1 · THE BOARD AND COLOR CARDS

JOB CHART

CARDS Classroom Job Cards (Color)

All 7 job cards, cut apart from the board (page 6) so one can be rotated, carried to another room, or sent home. Print on cardstock, cut on the dashed lines, velcro on the back or pin to the board. This is the color set; the same cards in the ink-saver set are on page 11.



ROTATING A JOB

When a student's turn is done, move that card to the next student or group (page 13). Print extra copies from the other set (page 11) for a lost or worn card.

CHOOSING WHO DOES THE JOB

Draw a name from a cup, spin a spinner, or pick the next name on a list. Any method works. The card shows the whole class whose turn it is right now.

WHY A SECOND SET, NOT A SECOND BOARD

The board (page 6) stays laminated and posted; these cards are the working set — one rotates to the next student each rotation, or carries the assignment home or to another room. Worn cards are replaced from this same sheet on a reprint.

THE OTHER SET

All 7 jobs are also printed in the other set (page 11), for a photocopier or a spare set to take home.

Classroom Job Chart Visual Cue Cards

Page 8 of 21

+ BRIGHT PATH SPED

AND COLOR CARDS

m Job Chart

JOB CHART

TODAY



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ever cut
page 8)

THE BLANK CELLS

Left for a job this set does not cover. Make a blank card (page 9), draw or glue a picture on it, and tape it into a blank cell so the board grows without being reprinted.

Page 6 of 21

+ BRIGHT PATH SPED

+ BRIGHT PATH SPED

What Is Inside, and Where

Before you begin

PAGE 4



Start Here —
Three Steps
START HERE

4

01 The Board and Color Cards

PAGES 6–9



Classroom Job
Chart
BOARD

6



Quick Job Chart (2
Per Sheet)
BOARD

7



Classroom Job
Cards (Color)
CARDS

8



Blank Cards (Type
or Write the Job)
CARDS

9

02 The Ink-Saver Cards

PAGE 11



Classroom Job
Cards (Ink-Saver)
CARDS

11

03 Using It, Data and Home

PAGES 13–20



How to Use the
Job Chart
REFERENCE

13



Job Assignment
Log
LOG

14



Weekly Job
Tracking and
Graph
TRACKER

15



Filled Example
EXAMPLE

16



Family Page
NOTES

17



Hand-Off to
Another Adult or
Room
NOTES

18



Phrase Bank
REFERENCE

19



Storage and
Binder Labels
REFERENCE

20

HOW THE TAGS ON EACH PAGE WORK

Every page carries a small tag in its top corner, the same word used above: **Board** the job chart, **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 board (page 6) on cardstock and laminate it; it is never cut apart. Print the cut-apart cards (page 8) from the color set, or the ink-saver set (page 11) on plain paper, cut on the dashed lines, velcro on the back or pin to the board.

Blank cards for any job missing are on page 9: type the job name, print, cut, tape into an empty cell.



2

Assign a job and say the name

Point to or hand over one card and say the job name out loud (page 19). Every student sees whose turn it is right now.

The how-to page (13) has the rest: when to rotate, what to write down, and what this board is not.



3

Log it, roll it up, send it home

One row on the log (page 14) each time a job rotates: which student, which job, whether they did it independently, and what help you gave, in your own words.

Total the week on the roll-up (page 15) and dot the graph. Send the family page (page 17) home when a new rotation starts; the hand-off page (page 18) goes with the board to any other adult.

WHAT THIS FILE IS

A fillable PDF: a 7-job classroom board, a smaller quick board, the same 7 jobs as cut-apart cards in two sets, and the data pages behind them, with type-in fields on 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, and it is not a curriculum, an assessment, or a finding of any kind. It supplies no order to rotate jobs in, no rules on how long a student should hold a job, and it promises no outcome; it shows a classroom what job each student has right now and counts how independently they do it.

WHICH PAGE, WHEN

YOUR SITUATION	GO TO
A student picking or being assigned a classroom job	Board, page 6
A different job for each day or week	Quick board, page 7
A worn card or a spare set	Cut-apart cards, page 8
A photocopier, or a copy that goes home	Ink-saver cards, page 11
The IEP meeting or a family conference	Roll-up and graph, page 15; example, page 16

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 job picture reads as a different word to my student.** Use a blank card for that job; 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

Classroom Job Chart

NAME

TODAY



Line Leader



Door Holder



Paper Passer



Calendar Helper



Recycling Helper



Plant Helper



Messenger

ADD A
JOB

HOW THE BOARD IS USED

Point to a job or hand the card to a student; one student or group has that job for the day, the week or the period, and that card can be swapped when the job rotates (page 13). The board is never cut apart — the cards on the page after it (page 8) carry the same 7 jobs for that.

THE BLANK CELLS

Left for a job this set does not cover. Make a blank card (page 9), draw or glue a picture on it, and tape it into a blank cell so the board grows without being reprinted.

BOARD

Quick Job Chart (2 Per Sheet)

NAME

TODAY



Line Leader



Door Holder



Paper Passer



Calendar Helper



Recycling Helper



Plant Helper



Messenger

ADD A
JOB

CUT HERE

NAME

TODAY



Line Leader



Door Holder



Paper Passer



Calendar Helper



Recycling Helper



Plant Helper



Messenger

ADD A
JOB

WHY THIS BOARD IS SMALLER

All 7 jobs sized for a desk corner, a lanyard, or a posted board in a different room. It is not a replacement for the full board (page 6); it travels where the full board cannot.

CARDS

Classroom Job Cards (Color)

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**ROTATING A JOB**

When a student's turn is done, move that card to the next student or group (page 13). Print extra copies from the other set (page 11) for a lost or worn card.

WHY A SECOND SET, NOT A SECOND BOARD

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CHOOSING WHO DOES THE JOB

Draw a name from a cup, spin a spinner, or pick the next name on a list. Any method works. The card shows the whole class whose turn it is right now.

THE OTHER SET

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CARDS

Classroom Job Cards (Ink-Saver)

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 LOG

Job Assignment Log

One row every time a job is assigned or rotates. It counts one thing: whether it was independent.

STUDENT OR GROUP

CLASSROOM

WEEK OF

#	DATE	JOB ASSIGNED	WHO HAD IT	INDEPENDENT? (Y / N)	NOTES	INITIALS
1						
2						
3						
4						
5						
6						
7						
8						
9						
10						
11						
12						
13						
14						
15						
16						
17						
18						

WHAT “INDEPENDENT” MEANS ON THIS SHEET

Y when the student did the job without reminders or extra help after the job was named once. Anything more is N, and the notes column says what the more was.

THE NOTES COLUMN IS YOUR OWN CODE

Write what you actually saw — nothing, a reminder, hand-over-hand, or a step-by-step prompt. Use the same short words every day so two rows can be compared, and total the Y rows on the roll-up (page 15) at the end of the week.

TRACKER

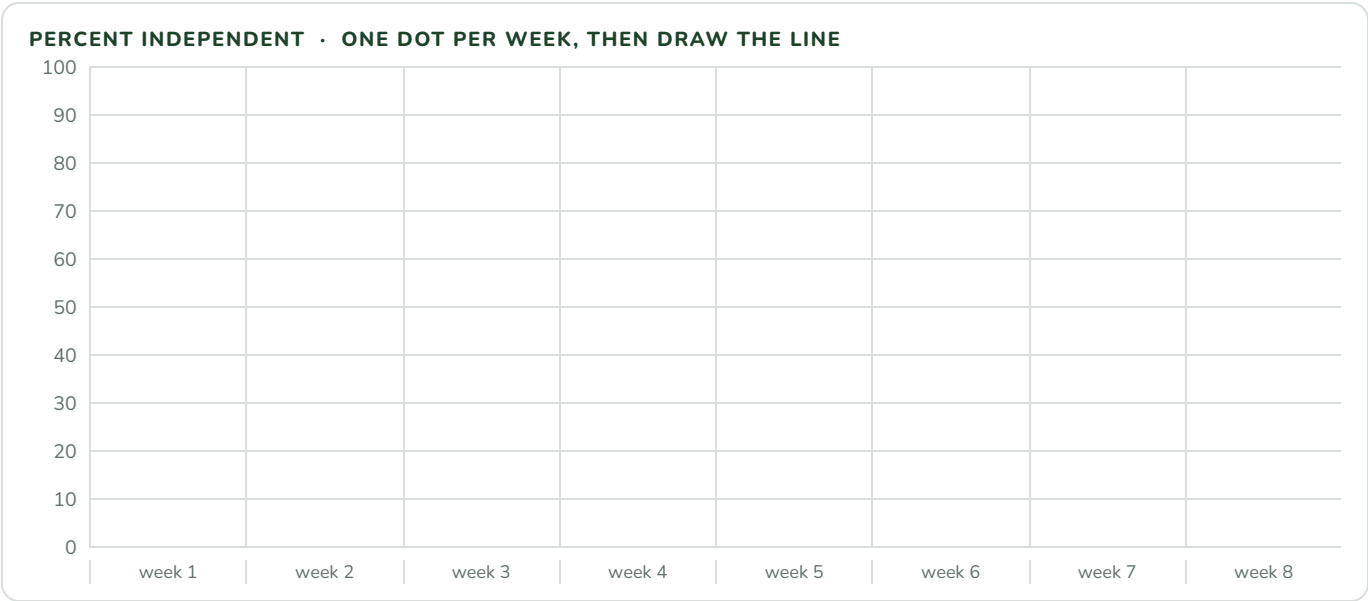
Weekly Job Tracking and Graph

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

STUDENT OR GROUP

GOAL (YOUR DISTRICT'S OWN WORDING)

#	WEEK OF	JOBS DONE	INDEPENDENT	PERCENT	JOB DONE MOST	NOTES
1						
2						
3						
4						
5						
6						
7						
8						



FIGURING THE PERCENT

Count the rows on the log (page 14) for the week: every row is one job assigned, every Y is one independent assignment. Independent divided by assignments, times 100, rounded to the nearest whole number. The job done most is the one that appears most in that column.

BRINGING THIS PAGE TO A MEETING

A rising line says the student is doing jobs with less help; 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 on the log, then a second week on the roll-up, to show how the two pages read once real marks are on them.

The log, one week (page 14)

#	DATE	JOB ASSIGNED	WHO HAD IT	INDEPENDENT? (Y / N)	NOTES	INITIALS
1	9/25	Door Holder	Maya	Y	None	KT
2	9/25	Line Leader	Maya	N	Walked right behind me	KT
3	9/26	Door Holder	Maya	Y	None	KT
4	9/26	Paper Passer	Maya	N	I handed her the first one	KT
5	9/27	Paper Passer	Maya	Y	None	KT
6	9/27	Calendar Helper	Maya	N	Pointed to the right date	KT
7	9/28	Door Holder	Maya	Y	None	KT

The roll-up, two weeks (page 15)

#	WEEK OF	JOBS DONE	INDEPENDENT	PERCENT	JOB DONE MOST	NOTES
1	9/22	7	4	57%	Door Holder	New rotation starting
2	9/29	8	6	75%	Paper Passer	Two students swapped jobs midweek

READING THE NUMBERS

The week above: 4 of 7 job assignments independent, 57 percent, and every N row names the help in the adult's own words. The two roll-up rows: 4 of 7 (57 percent), then 6 of 8 (75 percent) — a line rising week on week. Every percent is that row's own independent count divided by its jobs done.

A LINE THIS SHEET COULD WRITE

"When assigned a classroom job, Maya completed the job independently 75 percent of the time the week of 9/29, up from 57 percent the week of 9/22. Most help was needed on new or unfamiliar jobs."

HOW THE GRAPH WOULD LOOK

Two dots on the roll-up graph (page 15) at 57 and 75 percent, joined by a line that rises. With more weeks of data the line would keep showing whether independence is rising, flat, or falling.

WHAT THIS EXAMPLE IS NOT

One invented week, then one more. It sets no typical rate, predicts nothing about a real student, and the criterion field would hold whatever Maya's team wrote — not a number this file supplies.