Color Matching

TASK BOX

INDEPENDENT Work





Special Education · Independent Work · PreK – 2nd

by Bright Path Sped

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TWO SECTIONS, ONE HONEST REASON

Section 1 needs color ink; Section 2 does not. Page 10 explains why there is no black-and-white duplicate of the color cards, and what the bonus section practices instead.

PRACTICE, NOT A TEST

This is independent work practice carrying its own data sheet, counting nothing beyond which cards had the matching tile marked, not a timed assessment. What that count means for any one student stays your team's call.

NEVER A COLOR CODE ALONE

Every swatch in this file, on every page, prints the color's name as text — a colorblind student or a black-and-white photocopy can still read every card.

☆ START HERE Start Here — Three Steps

Ninety seconds of reading. The cards need scissors and nothing else.

1

Print and cut

Print the color list and the three card pages in COLOR (pages 6–9) on cardstock; there is no black-and-white version of these cards (page 10 says why). Laminate if the box will live in a rotation.

Cut along the dashed lines. Keep each level in its own bag; the dot code puts a mixed-up box back together.

2

Run the cards

Hand over one card, touch the top swatch and say the same short line each time (page 21). The child marks the tile that is the same color — a chip, a clothespin or a dry-erase circle. Laminated cards wipe clean.

Start at Level 1 unless the student already finds the match in a row of three without help; the answer key (page 16) has every card.

3

Record and graph

Write the date, the level, cards correct and cards given on the data sheet (page 17) the same day, and what help was given in your own words.

Plot the percent on the graph (page 18). Send the family page (page 20) home the week the box is new.

WHAT THIS FILE IS

Cut-apart color-matching cards and a color list are built into this fillable PDF, with the data pages sitting right behind them, a desk set. Marking a card is a print task — a tile gets circled, clipped or covered — while the data sheet, the graph, the family page and every header take typing instead. No account, no subscription: it opens offline and prints the same from any machine.

WHAT THIS FILE IS NOT

This is not an editable slideshow or a word-processor document, and it is not a test. It is not a color-theory lesson: no page mixes colors or names a shade, and no prompt hierarchy, fading schedule or mastery rule sits inside it. It only describes how cards already printed get run and what happened gets counted.

THE RULE EVERY PAGE IN THIS FILE FOLLOWS

No page in this file decides what a passing percent is, when a student is ready for the next level, or how the goal itself should be worded. Each of those stays blank for your team to fill in, using your own plan and your district's language.

IF SOMETHING DOES NOT WORK

A field will not accept what I type. Open the file in Adobe Acrobat Reader (free) or Preview, not a browser tab.
A student always marks the first tile. That is a position habit, not a color read; it is exactly what Level 1's shifting match is built to break. The **Ask a Question** tab on the product page reaches me, and a fix is a free update.

CONFIDENTIALITY, AND WHERE THIS FILE LIVES

Treat a filled-in data sheet, graph or example-style note as a student record — initials only, and a first name only on the family page. The box itself holds the cards and the color list; the student's folder is where the data sheet and graph belong, so anyone who opens it finds the trend first.

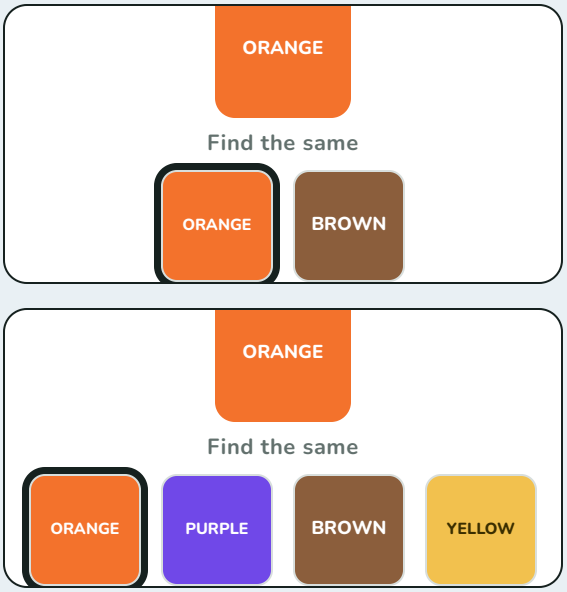
COLORS

Color List and a Finished Card

RED	ORANGE	YELLOW	GREEN
BLUE	PURPLE	PINK	BROWN
BLACK	WHITE	GRAY	TEAL

WHAT A FINISHED CARD LOOKS LIKE

Find the color at the top first. The ring shows where a chip, a clothespin or a dry-erase circle lands — on its match.



Fewest tiles next to most — the row grows wider as levels climb; the layout never shifts.

HOW THE COLOR LIST IS USED

Keep this page in the box. Before a first session, an aide who has never run the box can hold a mixed-up handful of cards against it, the way a crate of returned library books gets checked against a shelf chart, and find every color the set uses, listed in order.

WHY RED AND GREEN NEVER SHARE A CARD

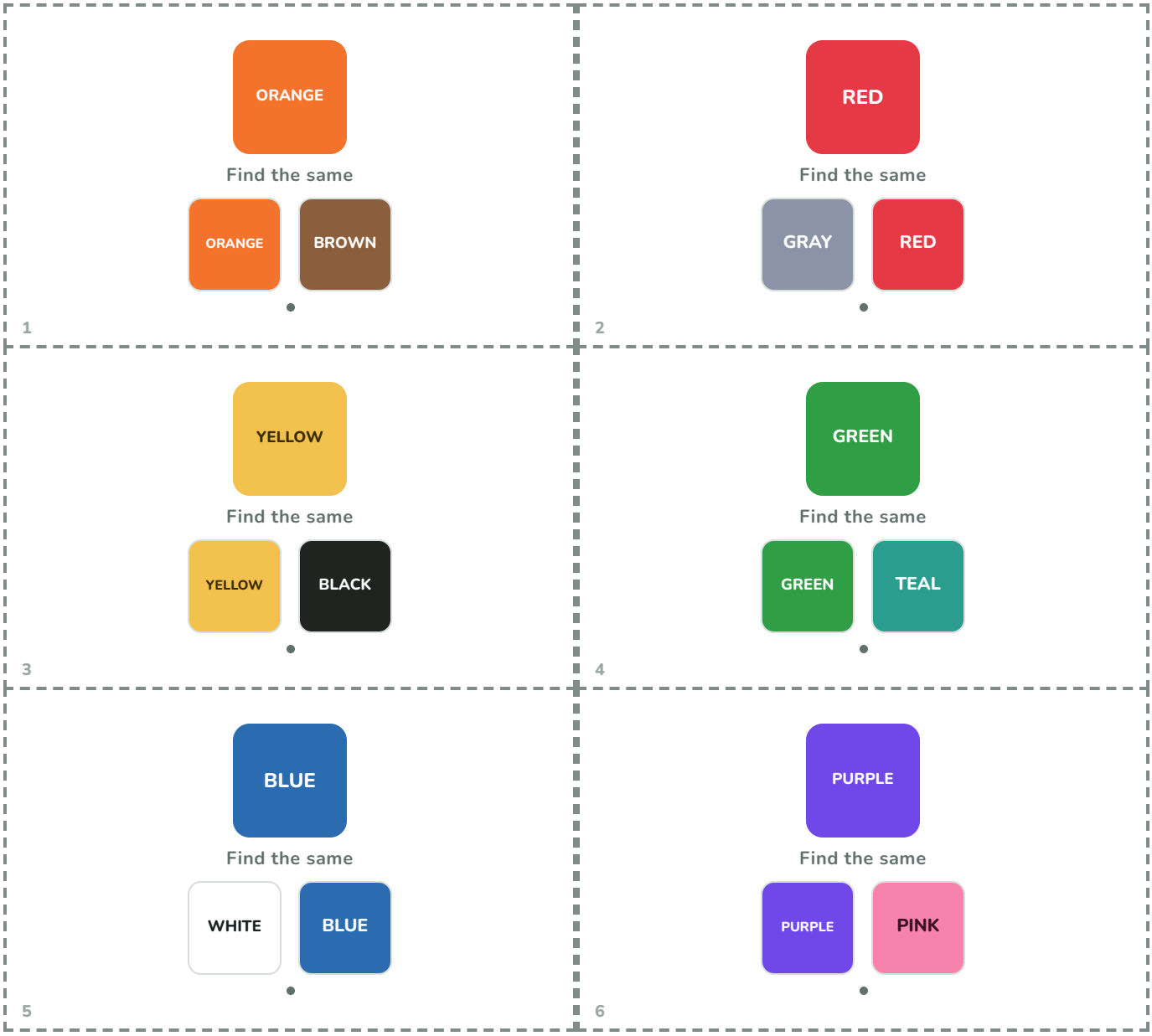
Red-green color vision deficiency is the most common form of color blindness, which is why traffic engineers add a shape and a position to a signal rather than relying on the color alone. This box follows the same logic: red and green are never placed on one card together. Every other pairing in the box is fair game.

MAKING A CARD EASIER, NO PRINTING

Cover the farthest tiles with a hand so only two remain visible, then reveal one more at the next try. Write what you did in the help column on the data sheet (page 17) — your own words, kept the same every time.

CARDS Level 1 Cards

6 cards, two colors to choose from; the match is a different tile on every card. Print on cardstock in COLOR (page 10 explains why), cut along the dashed lines.



RUNNING A LEVEL 1 CARD

Hand over one card and touch the color swatch printed at the top. Say the opening line the same way every time: “Find the same.” A traffic light showing only red and green at a crosswalk works on the same idea — two colors a student already half-knows, found again a little lower down — so these first cards are really teaching the instruction itself, not yet asking for a hard discrimination.

THE DOT CODE

A single dot tucked in the corner marks a Level 1 card, a plainer version of the small number a recycling bin lid sometimes carries so a dropped stack goes back in order without anyone reading a label. The answer key (page 16) lists every card by that same small number, printed in its bottom-left corner.

CARDS Bonus Level 1 Cards

6 cards, two color words to choose from; reads fine in black and white or on a photocopier -- this section carries no color fill at all.

1

RED

Find the same

RED TEAL

2

ORANGE

Find the same

GRAY ORANGE

3

YELLOW

Find the same

YELLOW WHITE

4

GREEN

Find the same

BLACK GREEN

5

BLUE

Find the same

PINK BLUE

6

PURPLE

Find the same

PURPLE BROWN

A DIFFERENT SKILL, ON PURPOSE

These tiles carry no color fill at all — just the printed WORD, the way a crayon box label still reads “red” after the crayon itself has worn down to a stub. This card practices reading the color word, not identifying a color; see page 10 for why that distinction matters here.

THE DOT CODE

One dot marks a bonus Level 1 card, matching the dot code the main cards use, so a mixed-up stack still sorts by level without anyone reading a label.

LOG

Task Box Data Sheet

One row per session. It tracks a single thing: how many cards had the matching tile marked correctly. Plot the percent on page 18.

STUDENT

GOAL (YOUR DISTRICT'S OWN WORDING)

CRITERION (YOUR TEAM SETS IT)

#	DATE	LEVEL	CARDS USED	CARDS CORRECT	CARDS GIVEN	PERCENT	HELP GIVEN	INITIALS
1								
2								
3								
4								
5								
6								
7								
8								
9								
10								
11								
12								
13								
14								
15								
16								

FIGURING THE PERCENT

Divide cards correct by cards given, multiply by 100, and round to the nearest whole number. A card only counts as correct when a single marked tile matches the top color; two marks or zero marks still counts as given, not correct. "Cards used" records which card numbers were handed over that session. Mark "bonus" in the level column for the color-word cards so that skill is never averaged with color identification.

THE HELP COLUMN IS YOUR OWN CODE

Record exactly what happened — nothing, a touch to the top swatch, saying the color together out loud, or covering the far tiles. Keep the wording short and identical across sessions so two rows line up for comparison. No prompt hierarchy or fading rule comes built into this file; that stays your team's own plan.

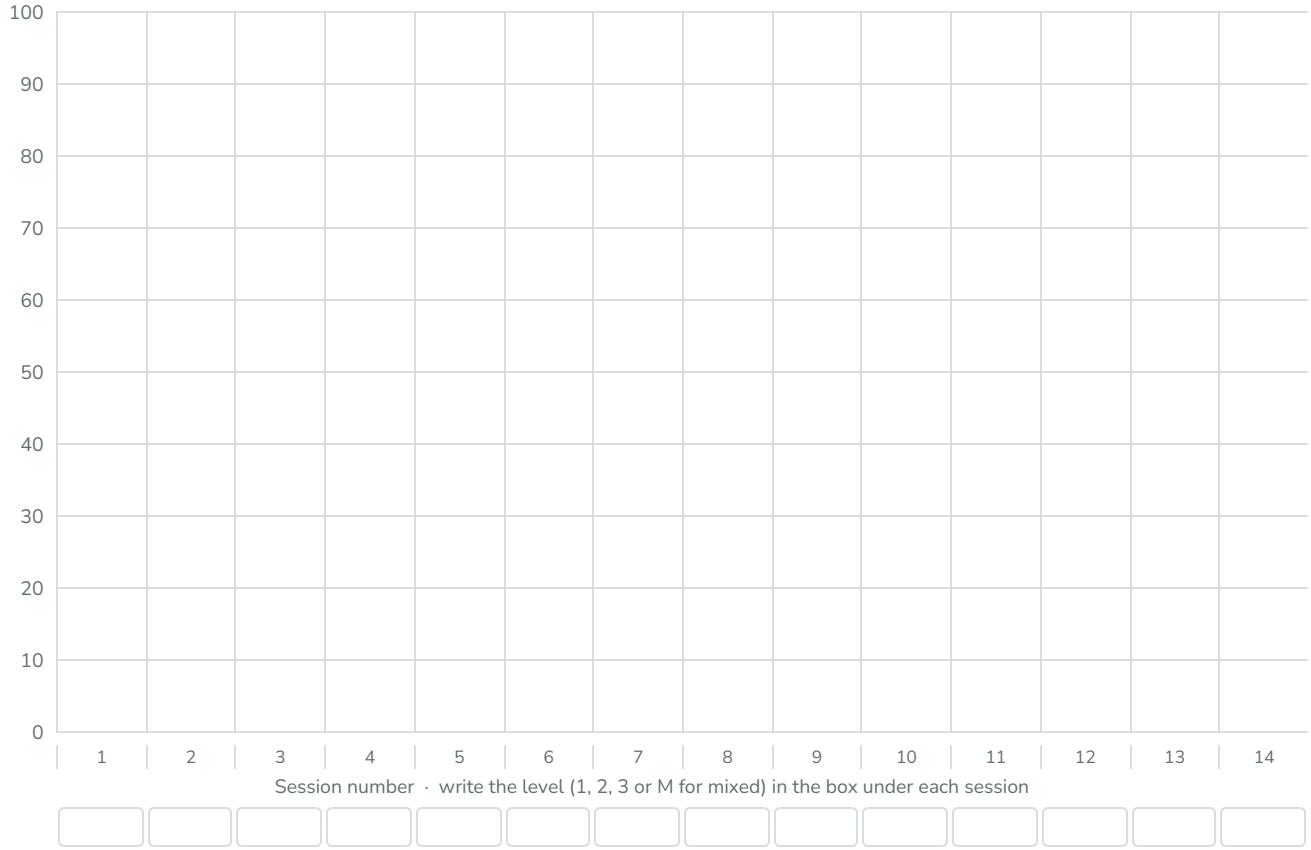
TRACKER

Percent Graph

Fourteen sessions across; write the level under each one.

STUDENT _____ TASK BOX _____ CRITERION (YOUR TEAM SETS IT) _____

PERCENT CORRECT · ONE DOT PER SESSION, THEN DRAW THE LINE



A LEVEL CHANGE IS A BREAK IN THE LINE

When the level goes up, expect the percent to dip — that is a harder set, not a lost skill. Start a fresh line segment at each level change so the graph is read within a level, not across one.

SETTING THE CRITERION FIELD

This page prints no target and no typical rate. Write the criterion your team agreed to in the field above before the first session, from the goal on the data sheet (page 17), so every dot is read against the same line.

BRINGING THIS PAGE TO A MEETING

A line is easier to read across a table than a column of percents. Copy or screenshot this page for a progress report or a family conference; the raw rows stay on the data sheet.

THREE FLAT SESSIONS

Three sessions in a row flat or falling within one level is a reason to read the help column and the notes on the data sheet, not a reason to wait for a fourth. 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 table above.

Marcus is an invented student, and every mark on this page is invented along with them. Across 8 sessions, the level moves up whenever the team decides the percent is high enough — this file sets no number and no session count of its own.

#	DATE	LEVEL	CARDS USED	CORRECT	GIVEN	PERCENT	HELP GIVEN
1	9/14	L1	1–6	4	6	67%	Touched the top swatch first
2	9/16	L1	1–6	6	6	100%	None
3	9/21	L2	1–6	4	6	67%	Touched the top swatch first
4	9/23	L2	1–6	5	6	83%	Said the color out loud together
5	9/28	L2	1–6	6	6	100%	None
6	9/30	L3	1–6	3	6	50%	Covered the far tiles, then uncovered them
7	10/5	L3	1–6	5	6	83%	Touched the top swatch first
8	10/7	L3	1–6	6	6	100%	None

READING THE NUMBERS

The first logged session, Level 1, landed at 4 of 6 cards — 67 percent. The jump to Level 3 dropped back to 3 of 6, 50 percent, a dip that is expected the moment the row of tiles grows longer. By the most recent session the count stands at 6 of 6, 100 percent. Each percent above comes straight from its own row's correct count divided by its given count, rounded to the nearest whole number.

A LINE THIS SHEET COULD WRITE

"Working the color-matching task box at Level 3 (four colors to choose from), Marcus marked the correct match on 3 of 6 cards on 9/30, improving to 6 of 6 on 10/7 (help given: none)."

HOW THE GRAPH WOULD LOOK

Picture 8 dots running left to right, a new line segment starting wherever the level changes (page 18); under each dot, the level box would read 1, 1, 2, 2, 2, 3, 3, 3 to match this table. Whatever Marcus's own team entered belongs in the criterion field — this file never supplies that number.

WHAT THIS EXAMPLE IS NOT

Just 8 sessions belonging to one invented child. Nothing here predicts how fast an actual student should move through the levels, and no typical pace for color matching is implied — its only job is to show how the data sheet, the graph and the phrase bank look once genuine numbers fill them in.

THE HELP COLUMN, FILLED IN

Each entry names what the adult did, in the same short wording every time — "none," "touched the top swatch first," "said the color out loud together" — never a description of Marcus as a person. "None" paired with a 100 percent score is independent work, written down.