Errorless Matching Everyday Objects

TASK BOX

INDEPENDENT Work



- 22 pages · 3 levels

Special Education · Independent Work · PreK – 2nd

by Bright Path Sped

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TWO PICTURE SETS, ONE BOX

Sections 1 and 2 are the same cards twice: full-color pictures for a laminated box, black-and-white line art for a photocopier or a copy that goes home. Nothing on a card says its level except a dot code in the corner, and nothing on a card is a word.

PRACTICE, NOT A TEST

Independent work practice with a data sheet attached. It counts cards with the matching tile marked and nothing else; what that means for a student is your team's call.

☆ START HERE Start Here — Three Steps

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

1

Print and cut

Print the picture list and the three card pages from the color set (pages 6–9) on cardstock, or the ink-saver set (pages 11–14) on plain paper. 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 picture and say the same short line each time (page 21). The child marks the tile that is the same picture — 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

A fillable PDF with cut-apart picture-matching cards and a picture list built in, plus the data pages behind them. The cards are a print task (a tile is circled, clipped or covered); the data sheet, graph, family page and headers take typing. 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 test of anything. It carries no prompt hierarchy, fading schedule or mastery rule; it describes how to run the cards already printed and how to count what happened.

THE RULE EVERY PAGE IN THIS FILE FOLLOWS

Nothing here decides what a percent means for a student, when to move up a level, or what the goal should say. Every one of those is a blank you fill from your own team's plan and your district's wording.

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.

A student marks the first tile every time. That is choosing by position, not by picture; it is exactly what Level 1's moving match is for. The **Ask a Question** tab on the product page reaches me, and a fix is a free update.

CONFIDENTIALITY, AND WHERE THIS FILE LIVES

A filled-in data sheet, graph or example-style note is a student record: initials only, first name only on the family page. The cards and picture list live in the box; the data sheet and graph stay in the student's folder so the trend is the first thing anyone finds.

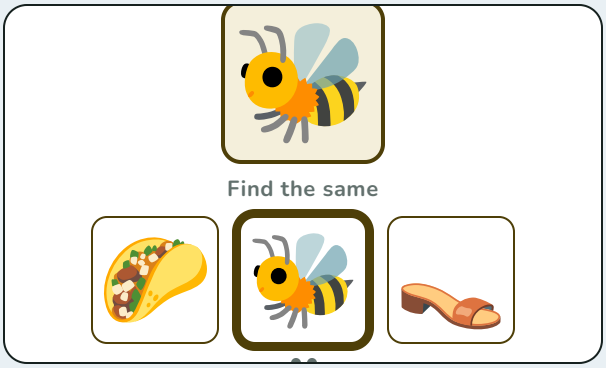
PICTURES

Picture List and a Finished Card (Color)

All 16 pictures in this box, each with its word, and one card marked the way a finished card is marked. Print once, keep it with the box.

heart	sandal	snow	dragon
bow	headphones	honeybee	peanut
unicorn	taco	teddy	fairy
planet	cell phone	boar	package

A CARD, ALREADY MARKED



Find the picture at the top in the row below it, then close the ring around that tile — a chip, a clothespin, a dry-erase circle, whatever the classroom has on hand.

WHY THE PICTURE LIST STAYS IN THE BOX

A new aide reads a picture's name here before handing over a card, and a student who likes naming things has somewhere to point once the match is made. No card itself prints a word — naming is not the skill the cards score.

NO TILE IS A NEAR MISS, ON PURPOSE

A heart and a planet never land on one card, nor do a teddy and a boar. Difficulty rises only by adding tiles, never by making two look alike, so a wrong answer means the row was not scanned — never that two pictures were hard to tell apart.

SHRINKING A CARD WITHOUT TOUCHING THE PRINTER

A hand over the far tiles leaves only two in view; uncover one more next time. Note what was covered in the help column (page 17), the same words every session.

CARDS Level 1 Cards (Color)

6 cards, two pictures to choose from; the match is a different tile on every card. Print on cardstock, cut along the dashed lines. This is the color set; the same cards are on page 12 in the ink-saver set.



RUNNING A LEVEL 1 CARD

Hand over one card, touch the top picture and say the same short line each time: “Find the same.” The other tile is always a plainly different kind of thing — a sandal beside a unicorn, a taco beside a dragon — so the first cards are nearly impossible to get wrong. That is the point: the child learns what the card is asking before anything about it is hard.

SORTING A SPILLED BOX BY THE DOTS

A single dot, printed small in the corner, is all a Level 1 card wears to identify itself. Drop the box and the dots alone put the pile back in order, no reading required. For anything beyond that, the answer key on page 16 lists every card by its corner number, and the picture list spells out every name in print.

CARDS Level 3 Cards (Ink-Saver)

6 cards, four pictures to choose from; the match is a different tile on every card. Print on cardstock, cut along the dashed lines. This is the ink-saver (black and white) set; the same cards are on page 9 in the color set.



RUNNING A LEVEL 3 CARD

Four tiles, each one a plainly different thing from the others — a peanut, a fairy, a sandal and a taco on one card. The hardest cards in this box ask only for a longer look, never for a fine distinction; a child who scans the whole row before marking is the skill this level counts. Three dots mark this level.

ONCE LEVEL 3 IS SOLID, STOP SEPARATING LEVELS

A student who no longer struggles at Level 3 can be handed a handful pulled from all three levels at once — the dots will sort the pile back out when the session ends. Write “mixed” in the level column so the percent that session is read against the right set of cards.

LOG

Task Box Data Sheet

One row per session. It measures one thing: cards where the tile matching the top picture is marked. 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								

TURNING TWO COUNTS INTO ONE PERCENT

Divide cards correct by cards given, multiply by 100, round to a whole number. Correct means one tile marked, and that tile is the match for the top picture — two tiles marked or none at all still counts toward cards given, just not toward correct. "Cards used" simply records which card numbers were handed over that session.

THE HELP COLUMN HAS NO FIXED VOCABULARY

Record the actual support given in your own short words — nothing at all, a tap on the top picture, naming the picture together out loud, a hand over the far tiles — and keep those same words every time so one row can be set against another. No prompt hierarchy or fading schedule ships with this file; your team writes that plan.

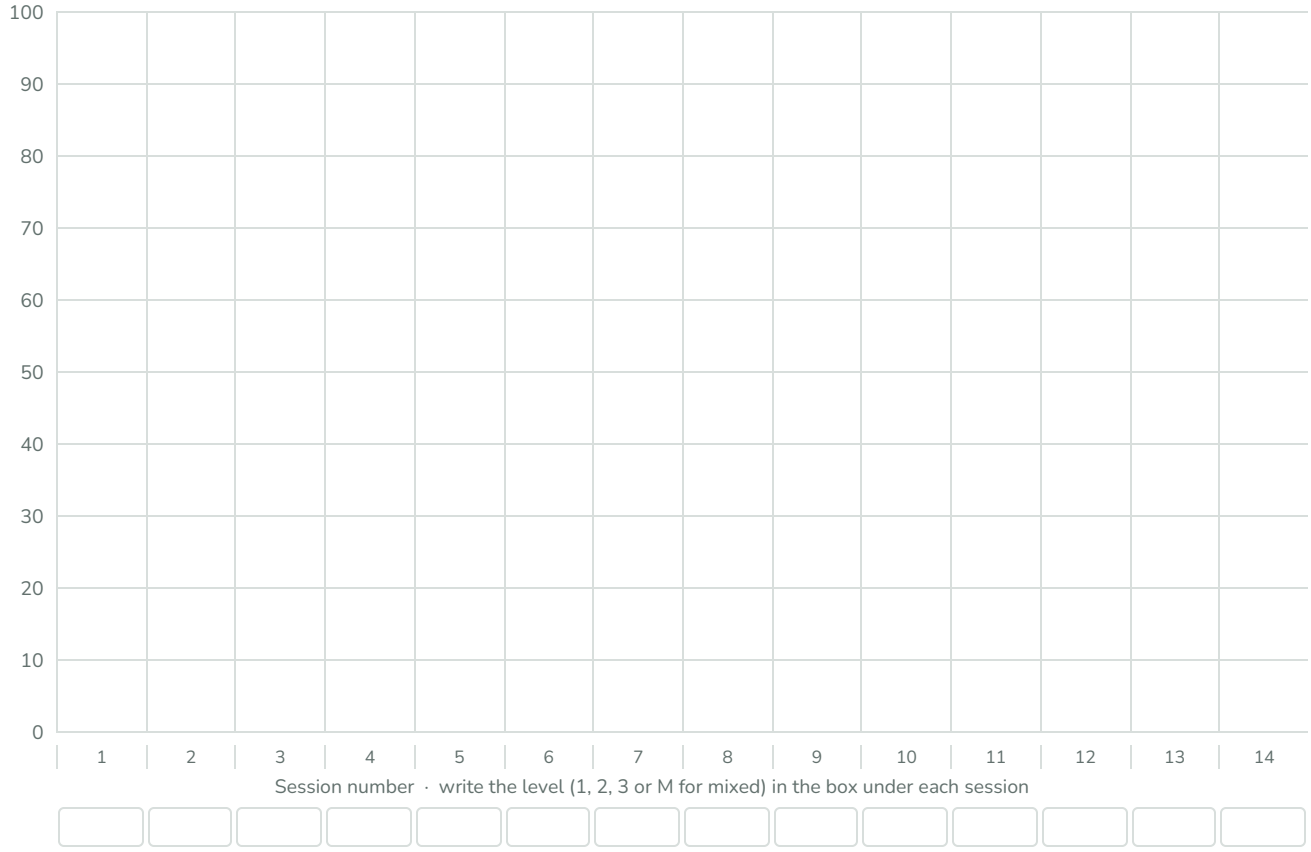
TRACKER

Percent Graph

Fourteen sessions across, 0 to 100 percent. One graph per student per task box.

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.

Priya is invented, and so is every mark on this page. 8 sessions on this task box, moving up a level when the percent held at the team's criterion for two sessions running.

#	DATE	LEVEL	CARDS USED	CORRECT	GIVEN	PERCENT	HELP GIVEN
1	10/6	L1	1–6	3	6	50%	Said the picture's name out loud together
2	10/9	L1	1–6	5	6	83%	Touched the top picture first
3	10/9	L1	1–6	6	6	100%	None
4	10/14	L2	1–6	2	6	33%	Covered the far tiles, then uncovered them
5	10/16	L2	1–6	4	6	67%	Touched the top picture first
6	10/21	L2	1–6	6	6	100%	None
7	10/23	L3	1–6	4	6	67%	Covered the far tiles, then uncovered them
8	10/28	L3	1–6	6	6	100%	None

READING THE NUMBERS

Session 1, Level 1: 3 of 6 cards, 50 percent. The first Level 3 session was 4 of 6, 67 percent — a dip on a longer row of tiles, which is the expected shape. The most recent session is 6 of 6, 100 percent. Every percent above is that row's own correct count divided by its given count, rounded to the nearest whole number.

A LINE THIS SHEET COULD WRITE

"On the picture-matching task box (Level 3, four pictures to choose from), Priya marked the matching picture on 4 of 6 cards on 10/23 and 6 of 6 on 10/28 (help given: none)."

HOW THE GRAPH WOULD LOOK

8 dots across, with a fresh line segment starting at each level change (page 18); the level box under each session reads 1, 1, 1, 2, 2, 2, 3, 3 for this table. The criterion field would hold whatever Priya's team wrote, not a number this file supplies.

WHAT THIS TABLE CANNOT TELL YOU

8 sessions, one child who does not exist. Nothing here says how fast a real student should climb the three levels, and matching pictures has no standard pace to begin with — the only job of this page is showing what the data sheet, the graph and the phrase bank look like once a real session fills them in.

READING THE HELP COLUMN BACK

Each entry names what the adult actually did, worded the same way every row — "none," "touched the top picture first," "said the name out loud together." None of it describes Priya. "None" in the help column next to 100 percent in the score column is what a card run with no support looks like once it is written down.