Errorless Matching

TASK BOX

INDEPENDENT Work







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.

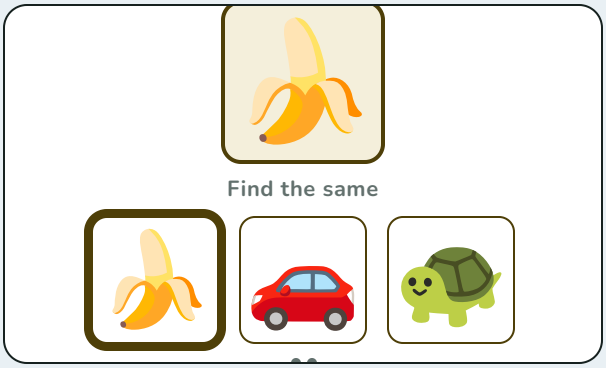
PICTURES

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.

apple	banana	dog	fish
duck	butterfly	elephant	turtle
car	house	tree	star
ball	key	umbrella	pencil

WHAT A FINISHED CARD LOOKS LIKE



The top picture is the one to find. The ring is where a chip, a clothespin or a dry-erase circle goes: the tile that is the same.

HOW THE PICTURE LIST IS USED

Keep it with the box. An aide who is new to the box reads a card's pictures off this page before the first session, and a student who likes to name things can point to the word here after the match is made. The words never appear on a card: naming is not what the cards score.

WHY THERE IS NO LOOK-ALIKE TILE

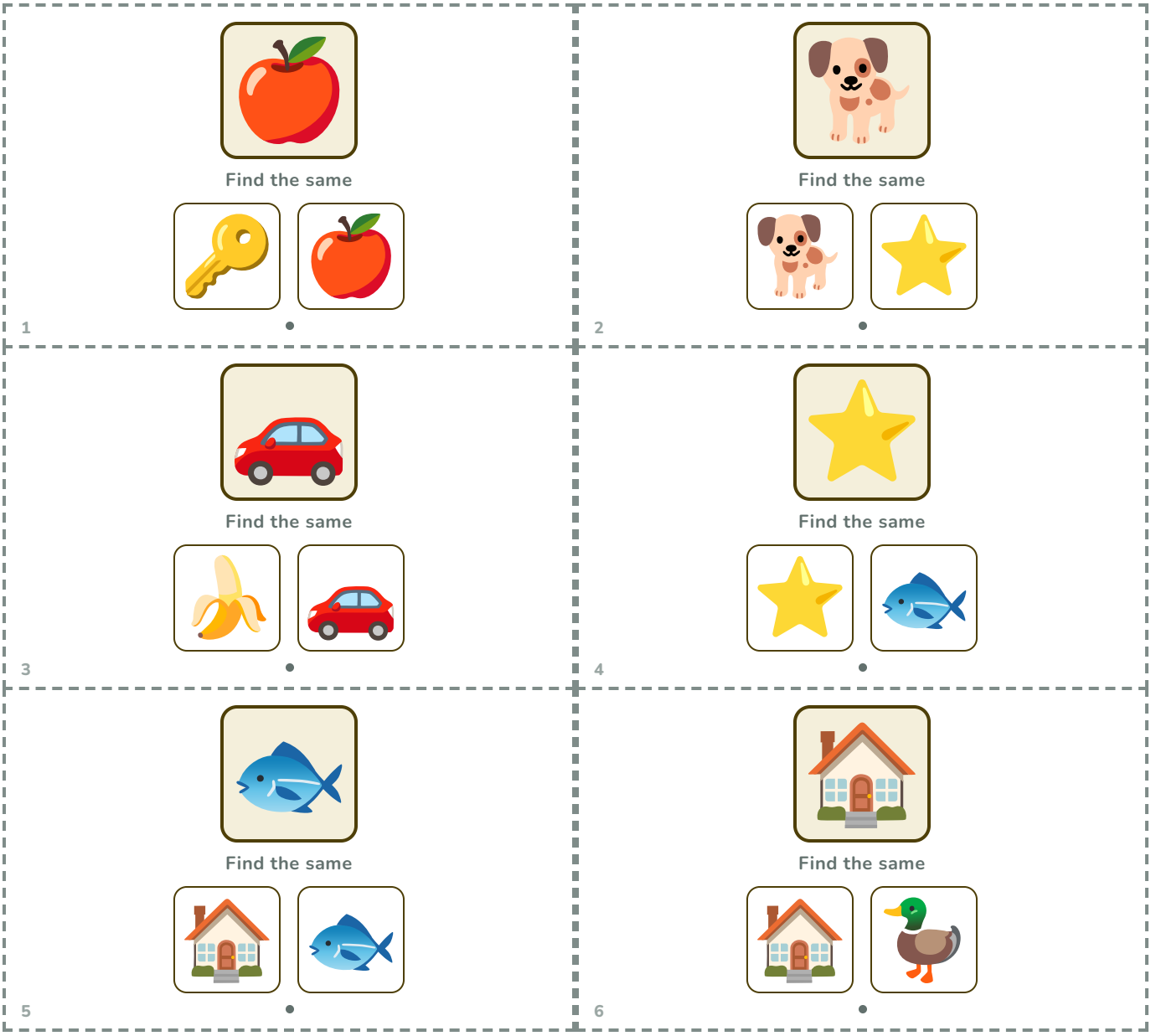
A tree never sits beside an umbrella, an apple never beside a ball. The box gets harder by adding tiles, not by making two of them close, so a wrong mark means the child did not look at the row, not that the pictures were hard to tell apart.

MAKING A CARD EASIER, NO PRINTING

Cover the far tiles with a hand so only two show, then uncover one more the next time. Note it in the help column on the data sheet (page 17) in your own words, the same words every time.

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 key beside an apple, a star beside a dog — 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.

THE DOT CODE

One dot in the corner means a Level 1 card. If the box gets mixed up, the dots put it back together without reading a word. Every card is listed on the answer key (page 16) by the small number in its bottom-left corner, and every picture is named on the picture list.

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 dog, a fish, an umbrella and an elephant 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.

MIXING LEVELS IN ONE BOX

A student who is solid at Level 3 can get a mixed handful from all three levels; the dots sort them back afterward. Record the level as “mixed” on the data sheet so the percent is read against the right cards.

LOG

Task Box Data Sheet

One row per session. It measures one thing: cards with the tile that matches the top picture 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								

FIGURING THE PERCENT

Cards correct divided by cards given, times 100, rounded to the nearest whole number. A card is correct when exactly one tile is marked and it is the picture that matches the top one; a card with two marks, or none, counts as given and not correct. "Cards used" is the card numbers handed over that session.

THE HELP COLUMN IS YOUR OWN CODE

Write what you actually did — nothing, touched the top picture, said the picture's name out loud together, covered the far tiles. Use the same short words every session so two rows can be compared. This file does not supply a prompt hierarchy or a fading rule; that is your team's plan.

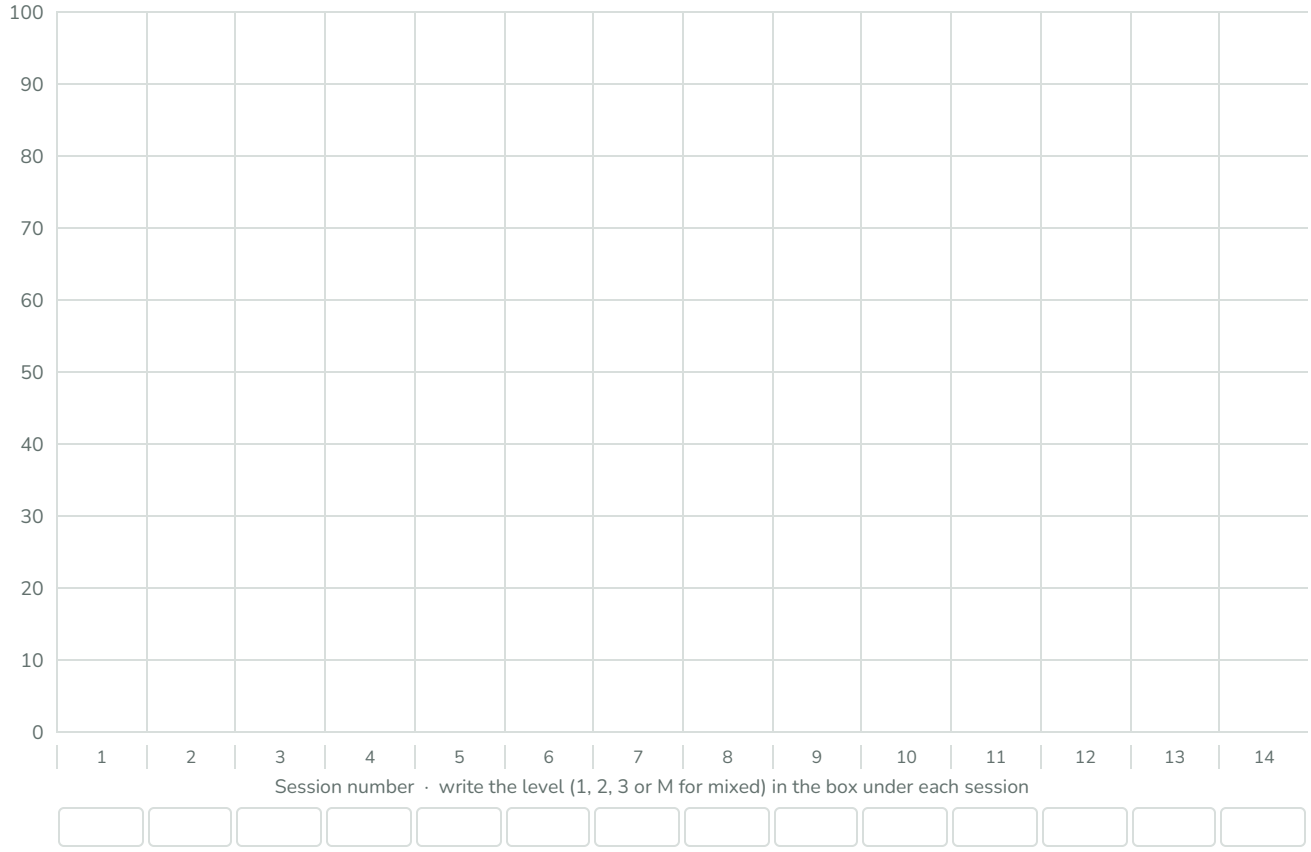
TRACKER

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.

Mateo 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	9/9	L1	1–6	4	6	67%	Touched the top picture first
2	9/11	L1	1–6	6	6	100%	None
3	9/16	L2	1–6	4	6	67%	Touched the top picture first
4	9/18	L2	1–6	5	6	83%	Said the name out loud together
5	9/23	L2	1–6	6	6	100%	None
6	9/25	L3	1–6	3	6	50%	Covered the far tiles, then uncovered them
7	9/30	L3	1–6	5	6	83%	Touched the top picture first
8	10/2	L3	1–6	6	6	100%	None

READING THE NUMBERS

Session 1, Level 1: 4 of 6 cards, 67 percent. The first Level 3 session was 3 of 6, 50 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), Mateo marked the matching picture on 3 of 6 cards on 9/25 and 6 of 6 on 10/2 (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, 2, 2, 2, 3, 3, 3 for this table. The criterion field would hold whatever Mateo's team wrote, not a number this file supplies.

WHAT THIS EXAMPLE IS NOT

One invented child's 8 sessions. It does not predict how quickly any real student moves between levels and sets no typical rate for picture matching — it exists only to show how the data sheet, the graph and the phrase bank read once real numbers are on them.

THE HELP COLUMN, FILLED IN

Every entry is what the adult did, in the same short words each time — "none," "touched the top picture first," "said the name out loud together." None of them is a label for Mateo. A row that reads "none" on the help column and 100 percent on the score is what independent work looks like on paper.