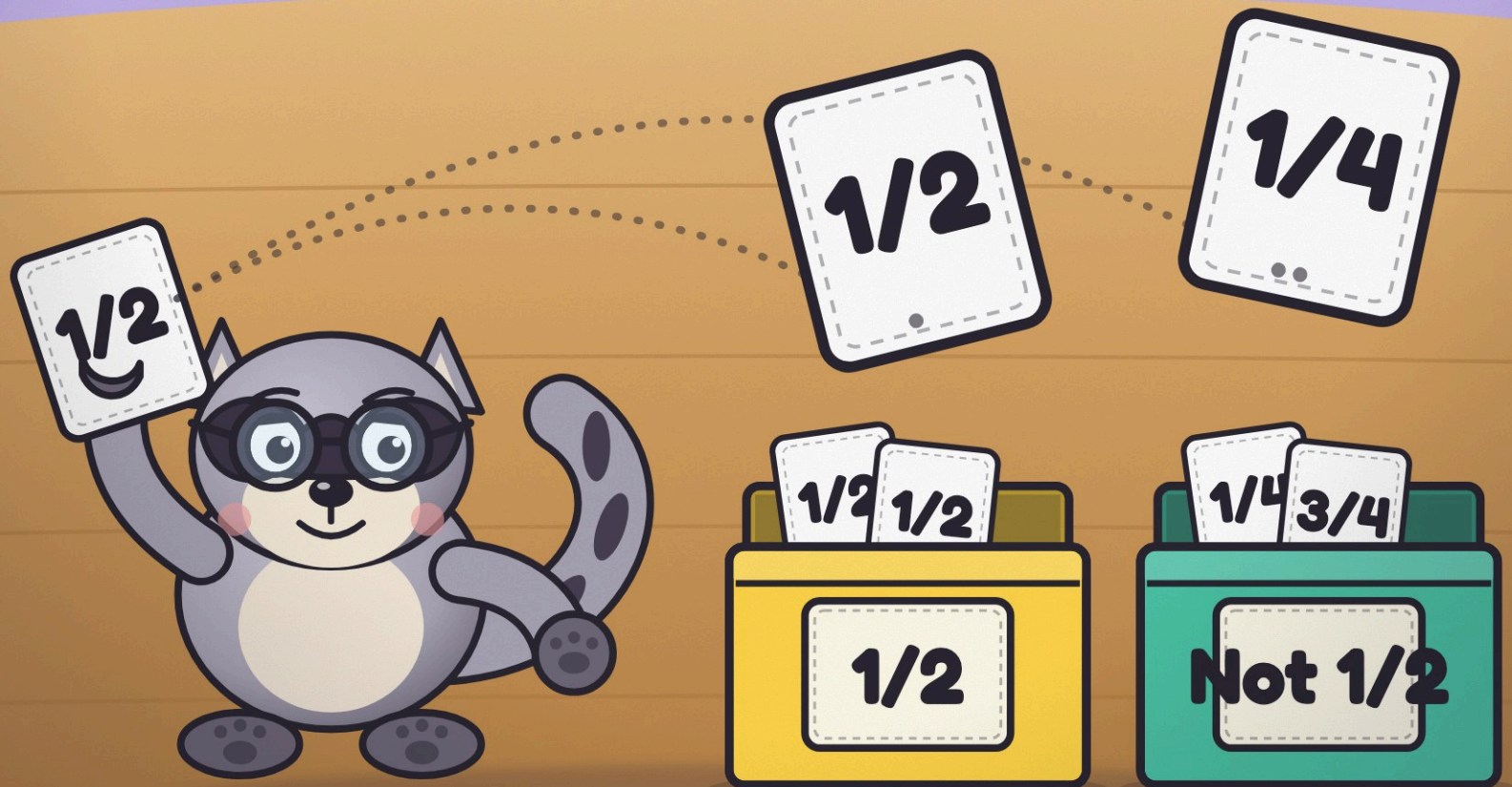
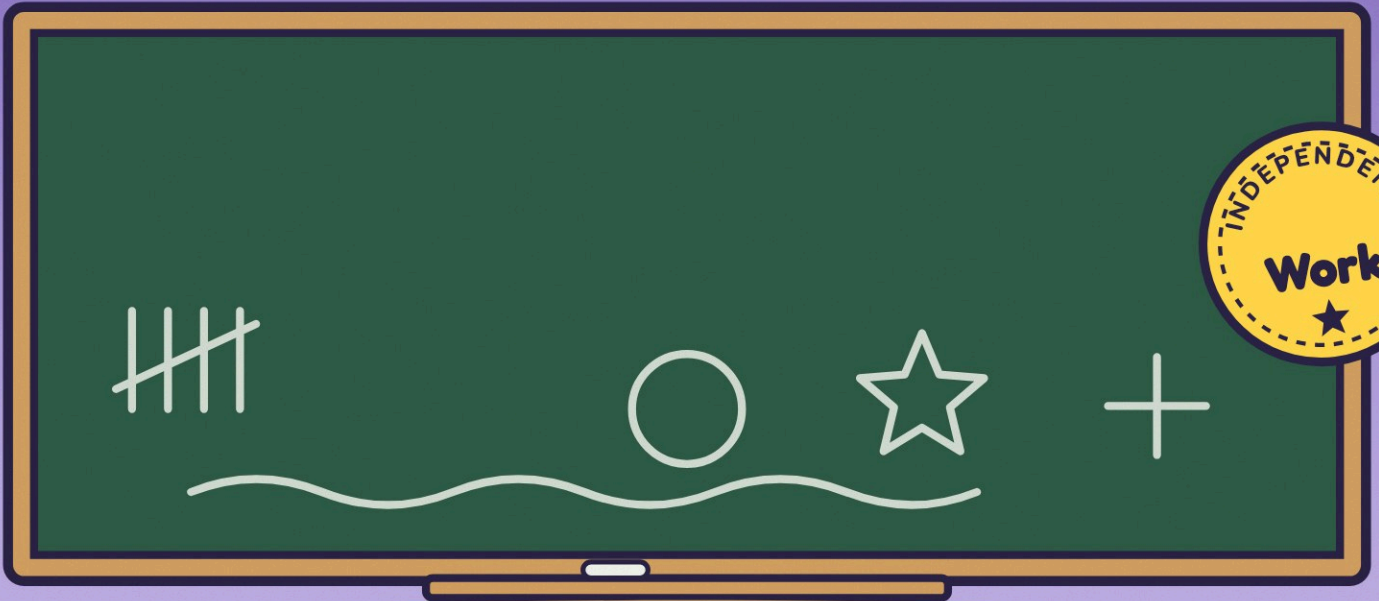


Shows One Half?

TASK BOX

INDEPENDENT
Work
★



What Is Inside, and Where

Before you begin

PAGE 4



**Start Here —
Three Steps**
START HERE

4

01 The Color Set

PAGES 6–9



Sort Mat (Color)
MAT

6



**Level 1 Cards
(Color)**
CARDS

7



**Level 2 Cards
(Color)**
CARDS

8



**Level 3 Cards
(Color)**
CARDS

9

02 The Ink-Saver Set

PAGES 11–14



Sort Mat (Ink-Saver)
MAT

11



Level 1 Cards (Ink-Saver)
CARDS

12



Level 2 Cards (Ink-Saver)
CARDS

13



Level 3 Cards (Ink-Saver)
CARDS

14

03 Key, Data and Home

PAGES 16–21



**Answer Key and
Bar List**
REFERENCE

16



**Task Box Data
Sheet**
LOG

17



Percent Graph
TRACKER

18



Filled Example
EXAMPLE

19



Practice at Home
NOTES

20



Phrase Bank
REFERENCE

21

TWO BAR COLORS, ONE BOX

Sections 1 and 2 are the same cards twice: accent-filled cells for a laminated box, a hatch fill on black-on-white tiles for a photocopier. No picture to swap — every bar is a plain rectangle split into equal segments. Nothing on a card says its level except a corner dot code.

PRACTICE, NOT A TEST

Independent work practice with a data sheet attached. It counts cards placed in the right bin 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 sort mat 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 a round on the mat

Lay the mat down. Hand over one round — two, three or four cards — and ask the same short question each time (page 21): “Is exactly half of the bar shaded?” The child places each card in the SHOWS ONE HALF bin or the NOT ONE HALF bin.

Start at Level 1 unless the student already sorts three-card rounds without help; the answer key (page 16) has every round.



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 shaded-bar cards and a sort mat built in, plus the data pages behind them. Every bar is a plain rectangle split into equal parts, drawn in CSS — never a pie or a circle. 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 rounds 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 sorts by how shaded the bar looks, not by counting segments. Cover the bar and have the child count the segments out loud first for a session; 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 on anything that leaves your hands, first name only on the family page. The cards and mat live in the box; the data sheet and graph stay in the student’s folder so the trend is the first thing anyone finds.

MAT **Sort Mat (Color)**

SHOWS ONE HALF



NOT ONE HALF



CARDS

Level 1 Cards (Color)

12 rounds, two cards per round — 24 cards: 12 shows one half, 12 not one half. Print on cardstock, cut along the dashed lines. This is the color tile set; the same rounds are on page 12 in the ink-saver set.

ROUND 1 .	ROUND 1 .	ROUND 2 .	ROUND 2 .	ROUND 3 .	ROUND 3 .
ROUND 4 .	ROUND 4 .	ROUND 5 .	ROUND 5 .	ROUND 6 .	ROUND 6 .
ROUND 7 .	ROUND 7 .	ROUND 8 .	ROUND 8 .	ROUND 9 .	ROUND 9 .
ROUND 10 .	ROUND 10 .	ROUND 11 .	ROUND 11 .	ROUND 12 .	ROUND 12 .

RUNNING A LEVEL 1 ROUND

Hand over one strip, cut into its two cards. One bar is split into 2 equal parts with 1 shaded — exactly one half. The other bar is split into 4 equal parts with 1 or 3 shaded — a different bar entirely, so the first sorts are nearly impossible to get wrong just by looking. Each card goes into the SHOWS ONE HALF bin or the NOT ONE HALF bin.

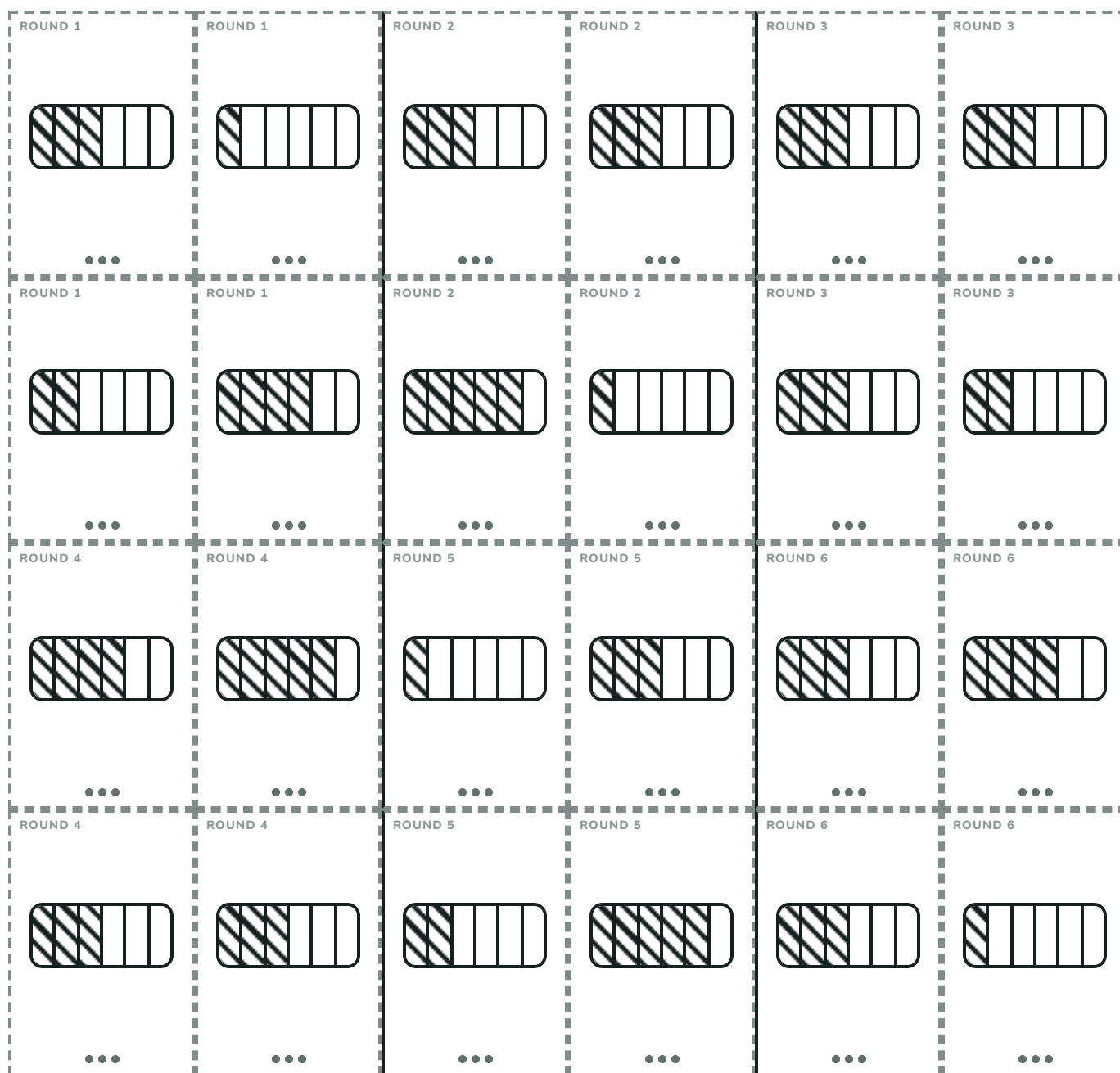
THE DOT CODE

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 bar. Every round is listed on the answer key (page 16).

CARDS

Level 3 Cards (Ink-Saver)

6 rounds, four cards per round — 24 cards: 11 shows one half, 13 not one half. Print on cardstock, cut along the dashed lines. This is the ink-saver (black and white) tile set; the same rounds are on page 9 in the color set.

**RUNNING A LEVEL 3 ROUND**

Four cards cut as a 2×2 block, every bar split into 6 equal parts in both bins. A child cannot sort by how shaded the bar looks here — 2 of 6, 4 of 6 and 5 of 6 all look close to half without being it. Every card takes counting the shaded cells against the total. 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 rounds.

 LOG

Task Box Data Sheet

One row per session. It measures one thing: cards placed in the correct bin (shows one half or not one half). Plot the percent on page 18.

STUDENT

GOAL (YOUR DISTRICT'S OWN WORDING)

CRITERION (YOUR TEAM SETS IT)

#	DATE	LEVEL	ROUNDS GIVEN	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. Score cards, not rounds: a Level 3 round with three of four placed right is 3 of 4. A card left off the mat counts as given and not correct.

THE HELP COLUMN IS YOUR OWN CODE

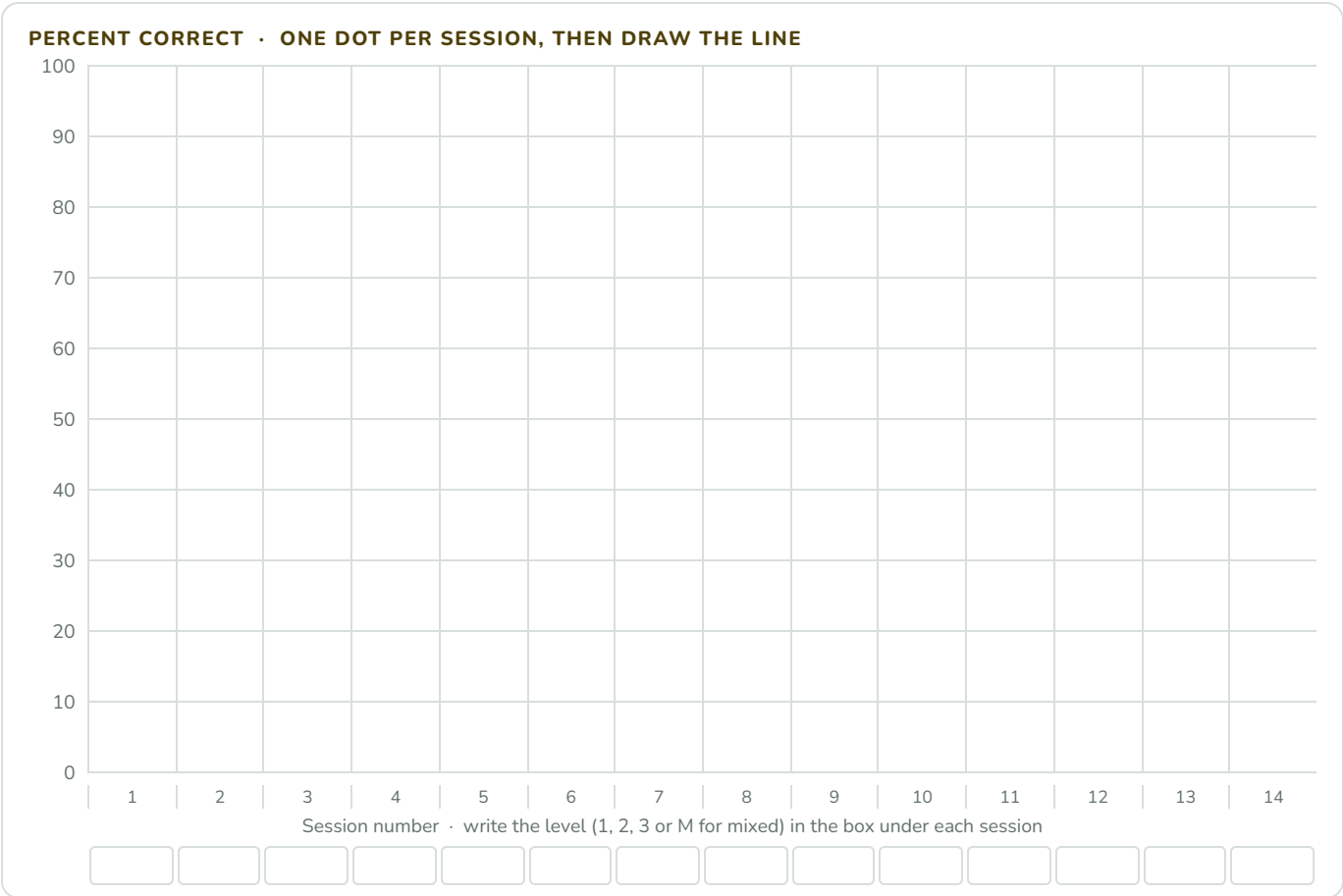
Write what you actually did — nothing, pointed at the mat, repeated the words, showed one card first. Use the same short words every session so two rows can be compared. This file does not supply a prompt hierarchy or a fading rule; that is your team's plan.

 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)



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.

Keisha 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	ROUNDS	CORRECT	GIVEN	PERCENT	HELP GIVEN
1	9/9	L1	1–6	9	12	75%	Pointed at the shaded segments
2	9/11	L1	7–12	11	12	92%	None
3	9/16	L2	1–4	8	12	67%	Counted the segments out loud
4	9/18	L2	5–8	10	12	83%	Pointed at the shaded segments
5	9/23	L2	1–4	12	12	100%	None
6	9/25	L3	1–3	9	12	75%	Counted the segments out loud
7	9/30	L3	4–6	10	12	83%	None
8	10/2	L3	1–3	11	12	92%	None

READING THE NUMBERS

Session 1, Level 1: 9 of 12 cards, 75 percent. The first Level 3 session was 9 of 12, 75 percent — a dip on a harder set, which is the expected shape. The most recent session is 11 of 12, 92 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 shows one half / not one half sort task box (Level 3, four cards per round), Keisha sorted 9 of 12 cards correctly on 9/25 and 11 of 12 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 Keisha'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 this sort — 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," "pointed at mat once," "repeated the words." None of them is a label for Keisha. A row that reads "none" on the help column and 100 percent on the score is what independent work looks like on paper.