

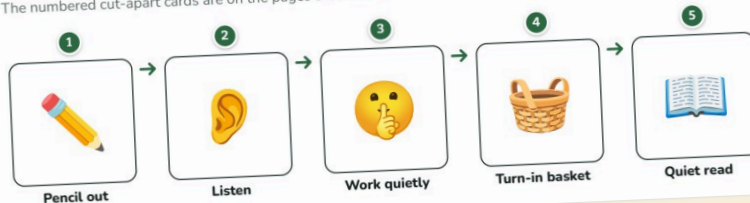
Testing Day Schedule + Calm Cards

SECTION 1 · TESTING DAY STRIP AND COLOR CARDS

TESTING DAY

STRIP Testing Day Strip (Color)

The testing-day routine, in order, at a glance. This is the color set; the same strip in the ink-saver set is on page 13. The numbered cut-apart cards are on the pages that follow.

**WHY A STRIP, NOT A BOARD**

A board holds a picture that changes; a testing day follows the same order every time, so the whole point is to show the fixed routine at a glance. The number is printed on every card too, so cutting the strip apart never loses the order.

PRINTING AND SIZING

The strip above is a quick reference; the same steps print as full 2-inch cut-apart cards on the pages that follow, at the same size so a spare from the blank-card page (page 9) always matches.

WHERE THIS ROUTINE STARTS AND STOPS

The routine covers only the physical steps of a test itself — from pencils out to the quiet activity after it is turned in. It does not cover getting to school or settling into the classroom first, which this collection's other morning and arrival sets already cover.

HOW THE STRIP AND THE CARDS WORK TOGETHER

The strip above is one page, always in order, for a quick check. The numbered cut-apart cards (page 7) are the same 5 pictures, sized to hand over one at a time or hold on a ring — use either, or both, for the same routine.

THE ROUTINE, STEP BY STEP

#	STEP	WHAT IT SHOWS
1	Pencil out	A pencil, ready on the desk before the test starts.
2	Listen	An ear — the same picture this collection's attention cards use for "listen", here for the directions before the test begins.
3	Work quietly	A face asking for quiet — the same picture this collection uses for "quiet" everywhere else, here for the test itself.
4	Turn-in basket	The basket or bin where the finished test goes.
5	Quiet read	An open book — a quiet activity once the test is turned in. Any quiet activity your room already uses can stand in for this card.

Testing Day Visual Schedule and Calm Strategy Cards

Page 6 of 23

+ BRIGHT PATH SPED

STRIP AND COLOR CARDS

Day Cards (Color)

TESTING DAY

The testing-day routine, in order, at a glance. This is the color set; the same strip in the ink-saver set is on page 11. The whole strip is on page 6.

**WHAT IT SHOWS**

A pencil, ready on the desk before the test starts.
An ear — the same picture this collection's attention cards use for "listen", here for the directions before the test begins.
A face asking for quiet — the same picture this collection uses for "quiet" everywhere else, here for the test itself.
The basket or bin where the finished test goes.
An open book — a quiet activity once the test is turned in. Any quiet activity your room already uses can stand in for this card.

better than
for a card
y card in
this set
the blank-

IF A PICTURE READS DIFFERENTLY TO YOUR STUDENT

Use a blank card (page 9) instead; type or write the word your student uses, and draw or glue on a picture that names it for them. The numbered strip (page 6) still shows where the replacement card belongs in the order.

Page 7 of 23

+ BRIGHT PATH SPED

+ BRIGHT PATH SPED

What Is Inside, and Where

Before you begin

PAGE 4



Start Here —
Three Steps
START HERE

4

01 Testing Day Strip and Color Cards

PAGES 6–9



Testing Day Strip
(Color)
STRIP

6



Testing Day Cards
(Color)
CARDS

7



Calm Strategy
Cards (Color)
CARDS

8



Blank Cards (Type
or Write the
Word)
CARDS

9

02 The Ink-Saver Cards

PAGES 11–13



Testing Day Cards
(Ink-Saver)
CARDS

11



Calm Strategy
Cards (Ink-Saver)
CARDS

12



Testing Day Strip
(Ink-Saver)
STRIP

13

03 Using It, Data and Home

PAGES 15–22



How to Use the
Testing Day Cards
REFERENCE

15



Testing Day Log
LOG

16



Weekly Roll-Up
and Graph
TRACKER

17



Filled Example
EXAMPLE

18



Family Page
NOTES

19



Hand-Off to
Another Adult or
Room
NOTES

20



Phrase Bank
REFERENCE

21



Storage and
Binder Labels
REFERENCE

22

HOW THE TAGS ON EACH PAGE WORK

Every page carries a small tag in its top corner, the same word used above: **Strip** the whole routine in reading order, **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 strip (page 6) and the numbered cards (page 7) from the color set on cardstock, or the ink-saver set (pages 11–13) on plain paper. Laminate, cut on the dashed lines, velcro or ring as needed.

Print the six calm strategy cards (page 8) the same way; blank cards for anything the set does not cover are on page 9.



2

Post it, follow the numbers

Post the strip where the student can see it, or hand the cards over one at a time in numbered order. Say the printed word as each step happens (page 21).

The how-to page (15) has the rest: offering a calm strategy card, and what to do if a step is skipped.



3

Log it, roll it up, send it home

One row on the log (page 16) each test day: one letter per step — independently, with a prompt, or not completed — and which calm card was used, if any.

Total the week on the roll-up (page 17) and dot the graph. Send the family page (page 19) home the week a test is coming up; the hand-off page (page 20) goes with the cards to any other adult.

WHAT THIS FILE IS

A fillable PDF: 5 numbered, cut-apart testing-day cards and 6 calm strategy cards, plus a strip view of the routine, in two art sets, with type-in fields on the log, the roll-up, the family page, the hand-off page and the blank cards. It works offline with no account or subscription and prints the same on every machine.

WHAT THIS FILE IS NOT

Not an editable online slideshow or word-processor document. It never names or describes test content, is not a testing accommodation and does not grant or modify one, and is not a test-security or administration protocol. No prompt hierarchy, fading schedule, mastery rule, or promised outcome; it shows the physical routine around a test and counts what happened.

WHICH PAGE, WHEN

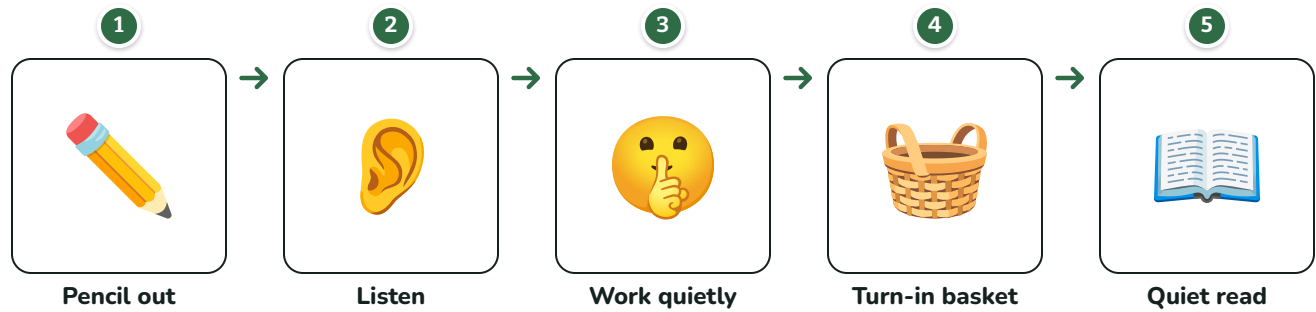
YOUR SITUATION	GO TO
A student learning the testing-day routine in order	Strip, page 6
A student who does better with one card at a time, or needs a quiet option before or after	Cut-apart cards, page 7; calm cards, page 8
A step neither set names	Blank cards, page 9
A photocopier, or a copy that goes home	Ink-saver cards, pages 11–13
The IEP meeting or a family conference	Roll-up and graph, page 17; example, page 18

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

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4	Turn-in basket	The basket or bin where the finished test goes.
5	Quiet read	An open book — a quiet activity once the test is turned in. Any quiet activity your room already uses can stand in for this card.

CARDS **Testing Day Cards (Color)**

5 2-inch cards, numbered in testing-day order. Print on cardstock, cut on the dashed lines, velcro on the back or use on a ring. This is the color set; the same 5 in the ink-saver set are on page 11. The whole strip is on page 6.

1



Pencil out

2



Listen

3



Work quietly

4



Turn-in basket

5



Quiet read

WHAT EACH CARD SHOWS

#	CARD	WHAT IT SHOWS
1	Pencil out	A pencil, ready on the desk before the test starts.
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5	Quiet read	An open book — a quiet activity once the test is turned in. Any quiet activity your room already uses can stand in for this card.

PRINTING AND SIZING

Cardstock holds up to daily handling better than plain paper; laminating adds durability for a card that travels on a ring or a lanyard. Every card in this file prints at the same 2-inch size, in this set and the ink-saver one, so a spare from the blank-card page (page 9) always matches.

IF A PICTURE READS DIFFERENTLY TO YOUR STUDENT

Use a blank card (page 9) instead: type or write the word your student uses, and draw or glue on a picture that names it for them. The numbered strip (page 6) still shows where the replacement card belongs in the order.

CARDS **Calm Strategy Cards (Color)**

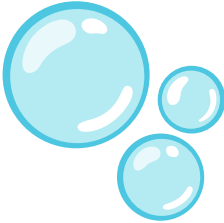
6 2-inch quiet, desk-size choices for a student who needs one before or after a test, not a request system or a board. Print on cardstock, cut on the dashed lines, velcro on the back. This is the color set; the same 6 in the ink-saver set are on page 12.



teddy bear



headphones



bubbles



drink



puzzle



crayon

WHAT EACH CARD OFFERS

CARD	WHAT IT OFFERS
Teddy bear	Holding or hugging a soft toy.
Headphones	Blocking outside noise for a few minutes.
Bubbles	A slow, steady activity with the hands and breath.
Drink	A drink of water, away from the test paper.
Puzzle	A short, quiet, hands-on activity.
Crayon	Coloring or drawing, not writing on the test itself.

WHY SIX CARDS, NOT A FULL CHOICE BOARD

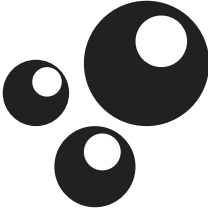
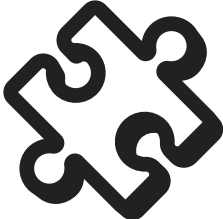
This is a small, desk-size set for a quiet moment the testing-day routine already has — it is not the full Calm-Down Choice Cards board or request system. A student (or an adult, for a student who is not yet choosing independently) picks one card directly; nothing here decides when a break happens or how long it runs.

PRINTING AND SIZING

Every card in this file, testing-day step or calm strategy, prints at the same 2-inch size, in this set and the ink-saver one, so a spare from the blank-card page (page 9) always matches any of them.

CARDS **Calm Strategy Cards (Ink-Saver)**

6 2-inch quiet, desk-size choices for a student who needs one before or after a test, not a request system or a board. Print on cardstock, cut on the dashed lines, velcro on the back. This is the ink-saver set; the same 6 in the color set are on page 8.

 teddy bear	 headphones	 bubbles
 drink	 puzzle	 crayon

WHAT EACH CARD OFFERS

CARD	WHAT IT OFFERS
Teddy bear	Holding or hugging a soft toy.
Headphones	Blocking outside noise for a few minutes.
Bubbles	A slow, steady activity with the hands and breath.
Drink	A drink of water, away from the test paper.
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PRINTING AND SIZING

Every card in this file, testing-day step or calm strategy, prints at the same 2-inch size, in this set and the color one, so a spare from the blank-card page (page 9) always matches any of them.

LOG

Testing Day Log

One row every time a test is given. It counts one thing per step: whether help was needed.

STUDENT

SETTING OR ROOM

WEEK OF

I = INDEPENDENTLY · P = WITH A PROMPT · N = NOT COMPLETED — ONE LETTER PER STEP, PER TEST DAY.
THE CALM CARD COLUMN IS FILLED IN ONLY ON DAYS ONE WAS USED.

DATE	1 PENCIL OUT	2 LISTEN	3 WORK QUIETLY	4 TURN-IN BASKET	5 QUIET READ	CALM CARD (IF ANY)	INITIALS

WHAT ONE ROW COUNTS

One row is one test day, start to finish. Mark every step with a letter, even a step that went fine — a row of all I is useful data too.

TOTALING THE WEEK

Count every I across the five step columns for the week; the roll-up (page 17) turns that count into a percent.

TRACKER

Weekly Roll-Up and Graph

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

STUDENT

GOAL (YOUR DISTRICT'S OWN WORDING)

CRITERION (YOUR TEAM SETS IT)

#	WEEK OF	TESTING DAYS LOGGED	STEPS INDEPENDENT	PERCENT INDEPENDENT	CALM CARDS USED (COUNT)	NOTES
1						
2						
3						
4						
5						
6						
7						
8						

PERCENT OF STEPS COMPLETED INDEPENDENTLY · ONE DOT PER WEEK, THEN DRAW THE LINE



FIGURING THE PERCENT

Count the I marks across the five step columns on the log (page 16) for the week and divide by the total steps run: each test day is 5 steps. I marks divided by total steps, times 100, rounded to the nearest whole number.

BRINGING THIS PAGE TO A MEETING

A rising line says more steps are being completed without a prompt; 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 or say anything about test results.

EXAMPLE

Filled Example

SAMPLE · INVENTED STUDENT

Every number in the read-out is re-counted straight from the tables above; PL means “see the log for initials” and is not itself a field value.

Theo is invented, and so is every mark on this page. One test day on the log, then three weeks on the roll-up, to show how the pages read once real marks are on them.

The log, one day (page 16)

DATE	1 PENCIL OUT	2 LISTEN	3 WORK QUIETLY	4 TURN-IN BASKET	5 QUIET READ	CALM CARD (IF ANY)	INITIALS
Today	I	P	I	I	I	bubbles	PL

The roll-up, three weeks (page 17)

#	WEEK OF	TESTING DAYS LOGGED	STEPS INDEPENDENT	PERCENT INDEPENDENT	CALM CARDS USED (COUNT)	NOTES
1	9/8	3	11	73%	3	–
2	9/15	4	17	85%	2	–
3	9/22	3	14	93%	1	–

READING THE NUMBERS

The day above: 4 of 5 testing-day steps completed independently, one P (Listen needed a prompt), one calm card used (bubbles) before settling into quiet reading. The weeks: 11 of 15 steps (73 percent), then 17 of 20 (85 percent), then 14 of 15 (93 percent) — a line rising week on week, which is what “needing fewer prompts over time” looks like on paper. Every percent is that week’s own independent count divided by its total steps run.

A LINE THIS SHEET COULD WRITE

“Across the testing-day routine, Theo completed 14 of 15 steps independently the week of 9/22 (93 percent), up from 11 of 15 the week of 9/8.”

HOW THE GRAPH WOULD LOOK

Three dots on the roll-up graph (page 17) at 73, 85 and 93, joined by a line that rises. The one P in the day-row above shows the log tracks WHICH step needed a prompt, not just how many.

WHAT THIS EXAMPLE IS NOT

One invented child’s day and three weeks. It sets no typical rate, predicts nothing about a real student, says nothing about test results, and the criterion field would hold whatever Theo’s team wrote — not a number this file supplies.

WHAT THE CALM CARD COLUMN SHOWS

Theo used one calm card (bubbles, page 8) the day shown above, and the weekly table counts how many times one was used each week — 3, then 2, then 1. This count is information, not a target to drive toward zero.