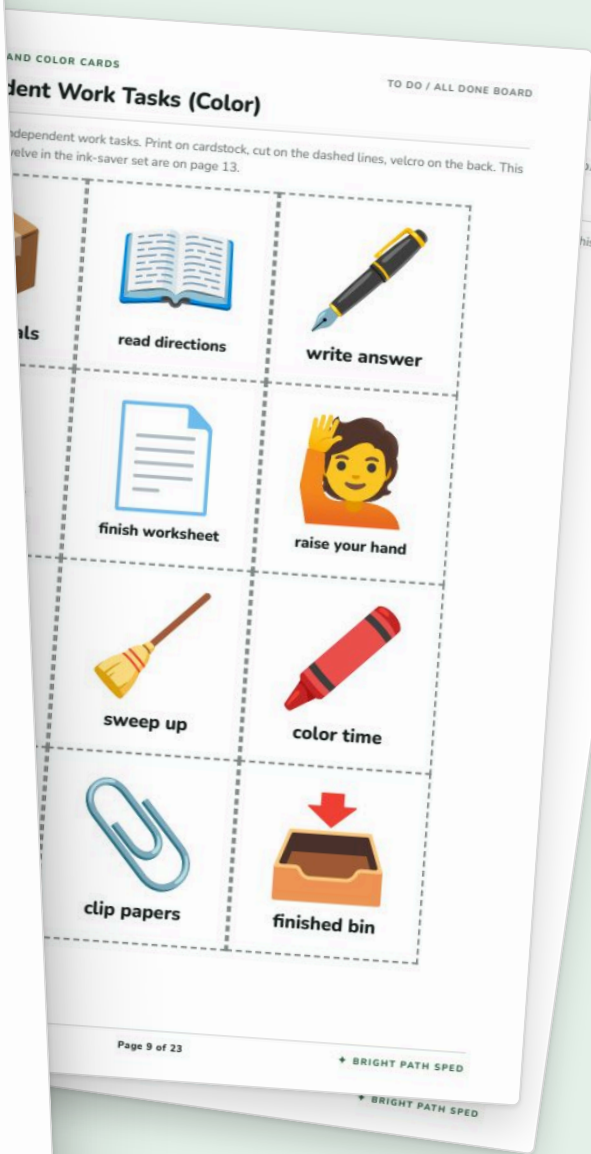


To Do / All Done Task Completion Board



What Is Inside, and Where

Before you begin

PAGE 4



**Start Here —
Three Steps**
START HERE

4

01 The Board and Color Cards

PAGES 6–10



**To Do / All Done
Board**
BOARD

6



**Two Desk-Size To
Do Boards**
BOARD

7



**Morning Checklist
Tasks (Color)**
CARDS

8



**Independent Work
Tasks (Color)**
CARDS

9



**Blank Cards (Type
or Write the Task)**
CARDS

10

02 The Ink-Saver Cards

PAGES 12–13



**Morning Checklist
Tasks (Ink-Saver)**
CARDS

12



**Independent Work
Tasks (Ink-Saver)**
CARDS

13

03 Using It, Data and Home

PAGES 15–22



**How to Use the
Board**
REFERENCE

15



**Task Completion
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

THE TWO TASK CATEGORIES IN THIS FILE

Morning checklist tasks (arrival, hygiene and classroom jobs) and independent work tasks (the steps of one work session, from getting materials to turning it in) — twenty-four tasks in all, each in color and ink-saver. The board and the two desk-size boards hold any mix of the twenty-four, or a blank card for a task neither category covers.

Start Here — Three Steps



1

Print and cut

Print the board (page 6) or the two desk-size boards (page 7), and the card pages you need from the color set (pages 8–9) on cardstock, or the ink-saver set (pages 12–13) on plain paper. Laminate, cut on the dashed lines, velcro on the back.

Blank cards for anything missing are on page 10: type the task, print, cut.



2

Load TO DO and say the line

Put the task cards in the TO DO column, top to bottom, before the work starts, point to the top card, and say the one line (page 21). When that task is finished the card moves to ALL DONE and the next card is the new top.

The how-to page (15) has the rest: how many tasks to load at once, saying less over time, and what to do when a card does not move.



3

Log it, roll it up, send it home

One row on the log (page 16) each time a card moves: which task, whether the student moved it on their own, and what help you gave, in your own words.

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

WHAT THIS FILE IS

A fillable PDF: 24 cut-apart task cards in two sets, a full board and two desk-size boards, and the data pages behind them, with type-in fields on the boards, the log, the roll-up, the family and hand-off pages and the blank cards. 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 reward chart, a token system or a program. It supplies no prompt hierarchy, fading schedule or mastery rule and promises no outcome; it shows a student what is left to do and counts what happened.

WHICH PAGE, WHEN

YOUR SITUATION	GO TO
A student who needs to see what is left and what is done	Board, page 6; cards, pages 8–9
Several short tasks at a desk or in a folder	Desk-size boards, page 7
A photocopier, or a copy that goes home	Ink-saver cards, pages 12–13
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 task to my student.** Use a blank card for that task; 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.

BOARD

To Do / All Done Board

My name

Today

 Move one card at a time from TO DO to ALL DONE.

TO DO

1

2

3

4

5

→

ALL DONE

CARDS

Morning Checklist Tasks (Color)

Twelve 2-inch task cards: morning checklist tasks. Print on cardstock, cut on the dashed lines, velcro on the back. This is the color set; the same twelve in the ink-saver set are on page 12.



backpack away



coat on hook



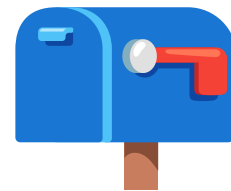
shoes on



folder turned in



check calendar



check mailbox



wash hands



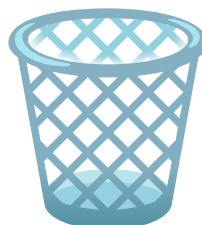
push in chair



set timer



sharpen pencil



throw away trash



water the plant

CARDS

Independent Work Tasks (Color)

Twelve 2-inch task cards: independent work tasks. Print on cardstock, cut on the dashed lines, velcro on the back. This is the color set; the same twelve in the ink-saver set are on page 13.



get materials



read directions



write answer



check your work



finish worksheet



raise your hand



turn in work



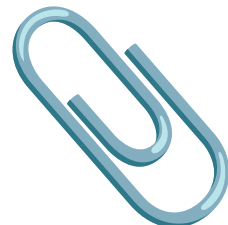
sweep up



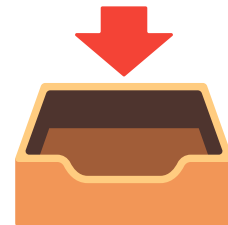
color time



name on paper



clip papers

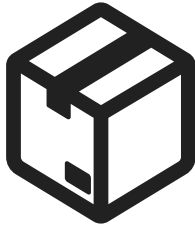


finished bin

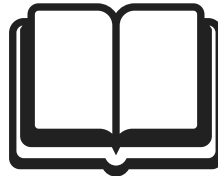
CARDS

Independent Work Tasks (Ink-Saver)

Twelve 2-inch task cards: independent work tasks. Print on cardstock, cut on the dashed lines, velcro on the back. This is the ink-saver set; the same twelve in the color set are on page 9.



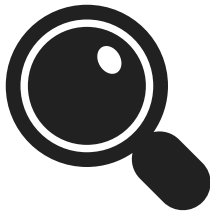
get materials



read directions



write answer



check your work



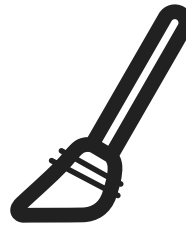
finish worksheet



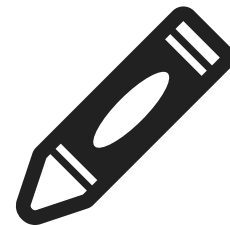
raise your hand



turn in work



sweep up



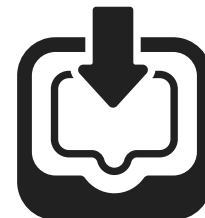
color time



name on paper



clip papers



finished bin

 LOG

Task Completion Log

One row every time a card moves to All Done. It counts one thing: whether the student moved it on their own.

STUDENT

SETTING OR ROUTINE

WEEK OF

#	DATE	TASK MOVED TO ALL DONE	ON OWN? (Y / N)	HELP GIVEN (YOUR OWN WORDS)	INITIALS
1					
2					
3					
4					
5					
6					
7					
8					
9					
10					
11					
12					
13					
14					
15					
16					
17					
18					

WHAT “ON OWN” MEANS ON THIS SHEET

Y when the student moved the card from TO DO to ALL DONE on their own, after the line was said once, with no second point and no repeat. Anything more is N, and the help column says what the more was.

THE HELP COLUMN IS YOUR OWN CODE

Write what you actually did — nothing, pointed once more, said the line twice, moved the card for them. Use the same short words every day so two rows can be compared, and total the Y rows on the roll-up (page 17) at the end of the week.

TRACKER

Weekly Roll-Up and Graph

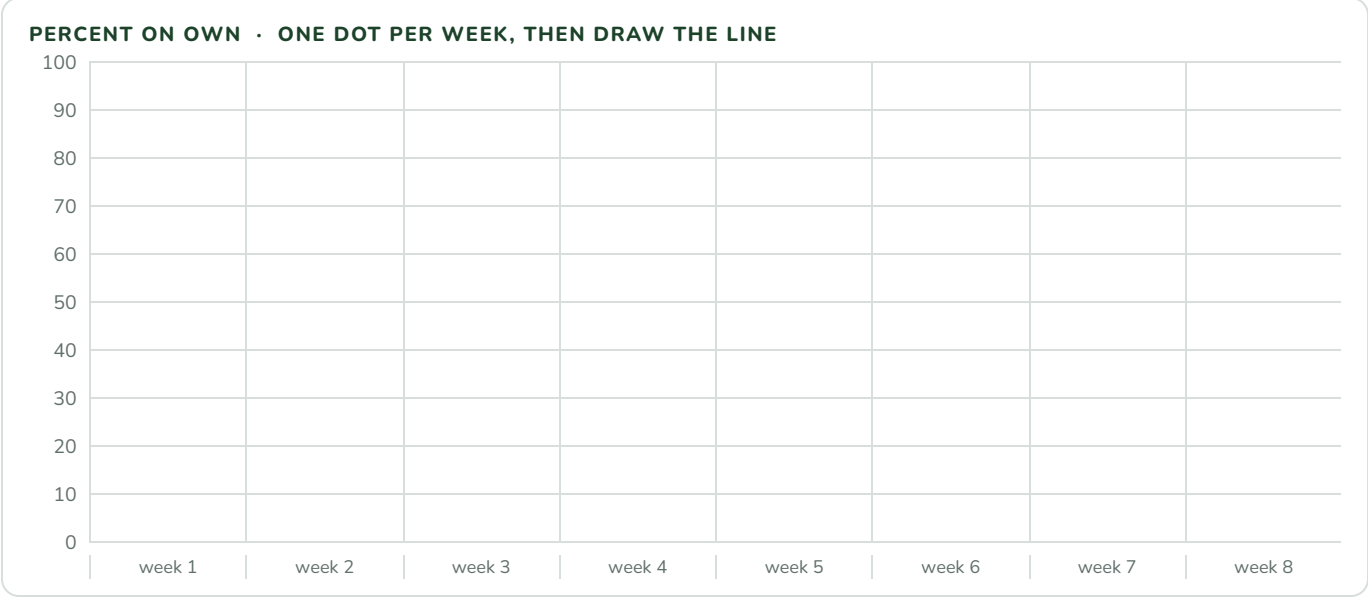
One row and one dot per week, from the log. Eight weeks across, 0 to 100 percent.

STUDENT

GOAL (YOUR DISTRICT'S OWN WORDING)

CRITERION (YOUR TEAM SETS IT)

#	WEEK OF	TASKS LOGGED	MOVED ON OWN	PERCENT	MOST-USED TASK	NOTES
1						
2						
3						
4						
5						
6						
7						
8						



FIGURING THE PERCENT

Count the rows on the log (page 16) for the week: every row is one card moved, every Y is one on-own. On-own divided by tasks logged, times 100, rounded to the nearest whole number. The most-used task is the one that appears most in that column.

BRINGING THIS PAGE TO A MEETING

A rising line says the student is moving cards with less help; 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.



EXAMPLE

Filled Example

 SAMPLE · INVENTED STUDENT

Every number in the read-out is re-counted straight from the two tables above.

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

The log, one day (page 16)

#	TIME	TASK MOVED TO ALL DONE	ON OWN?	HELP GIVEN
1	8:15	backpack away	Y	None
2	8:20	folder turned in	N	Pointed to the slot
3	9:05	read directions	N	Read the step aloud together
4	9:45	finish worksheet	Y	None
5	10:30	wash hands	Y	None
6	1:15	sweep up	N	Moved the card together

The roll-up, three weeks (page 17)

#	WEEK OF	TASKS LOGGED	MOVED ON OWN	PERCENT	MOST-USED TASK
1	9/8	24	10	42%	wash hands
2	9/15	26	14	54%	wash hands
3	9/22	25	17	68%	folder turned in

READING THE NUMBERS

The day above: 3 of 6 cards moved on own, 50 percent, and every N row names the help in the adult's own words. The weeks: 10 of 24 (42 percent), then 14 of 26 (54 percent), then 17 of 25 (68 percent) — a line rising week on week, which is what “saying less over time” looks like on paper. Every percent is that row's own on-own count divided by its tasks logged.

A LINE THIS SHEET COULD WRITE

“With the to do / all done board set before independent work, Theo moved 17 of 25 task cards to All Done on his own the week of 9/22 (68 percent), up from 10 of 24 the week of 9/8. Help given on the other moves: a second point to the top card.”

HOW THE GRAPH WOULD LOOK

Three dots on the roll-up graph (page 17) at 42, 54 and 68, joined by a line that rises. The help column on the 3 N rows above reads the same two phrases each time, so the log shows not just how often help was given but which kind.

WHAT THIS EXAMPLE IS NOT

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