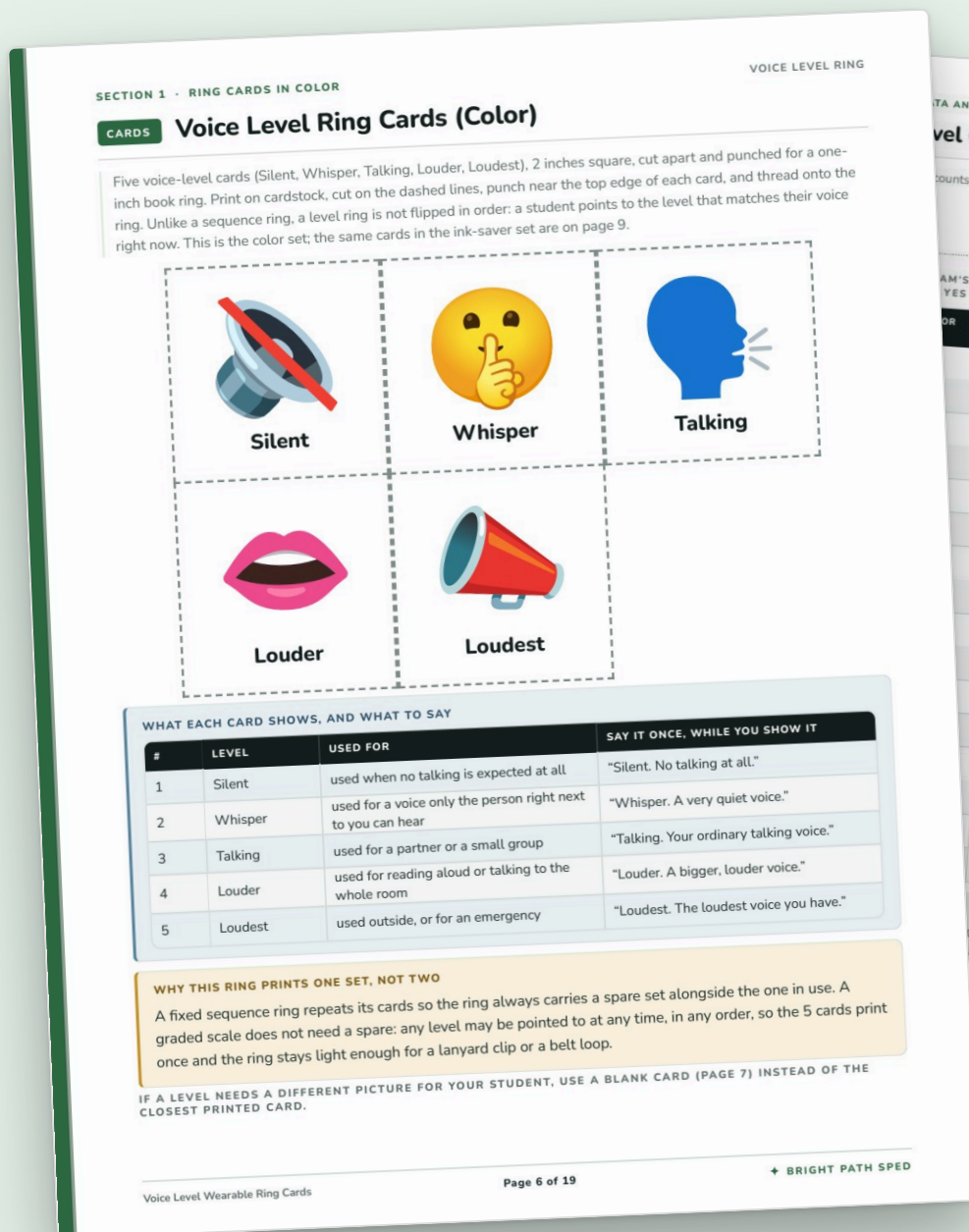




What Is Inside, and Where

Before you begin

PAGE 4



Start Here —
Three Steps
START HERE

4

01 Ring Cards in Color

PAGES 6–7



Voice Level Ring
Cards (Color)
CARDS

6



Blank Voice Level
Ring Cards (Type
or Write)
CARDS

7

02 The Ink-Saver Ring Cards

PAGE 9



Voice Level Ring
Cards (Ink-Saver)
CARDS

9

03 Using It, Data and Home

PAGES 11–18



How to Build and
Use the Ring
REFERENCE

11



Voice Level Check-
In Ring Log
LOG

12



Weekly Roll-Up
and Graph
TRACKER

13



Filled Example
EXAMPLE

14



Family Page
NOTES

15



Hand-Off to
Another Adult or
Room
NOTES

16



Phrase Bank
REFERENCE

17



Storage and
Binder Labels
REFERENCE

18

HOW THE TAGS ON EACH PAGE WORK

Every page carries a small tag in its top corner, the same word used above: **Cards** a sheet of cut-apart ring cards, **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.

ONE RING SHEET, ONE FULL SET

Everything in this file fits on one ring: 5 cut-apart level cards printed once, not twice (a graded scale does not need a spare set the way a fixed sequence does), color and ink-saver, 10 blank cards, and the data, family and hand-off pages that go with carrying it. The matching chart-and-board version of the same five levels is named on the last page if your team also wants something posted.

Start Here — Three Steps



1

Print and cut

Print the ring sheet (page 6) on cardstock, or the ink-saver set (page 9) on plain paper. Cut on the dashed lines, punch a hole near the top edge of each card, and thread onto a one-inch book ring.

Blank cards for a spare or a custom level are on page 7: type the level, print, cut.



2

Check in, mark the level

Point to the ring or ask which level matches the voice right now. Wait for the student to point to or place a token on that level. Say the line once (page 17).

The how-to page (page 11) has the rest: how many check-ins to run, and what to do when a setting's expected level isn't obvious.



3

Log it, roll it up, send it home

One row on the log (page 12) each check-in: the setting, the expected level, the level logged, and whether they matched.

Total the week on the roll-up (page 13) and dot the graph. Send the family page (page 15) home when the ring is new; the hand-off page (page 16) goes with the ring to any other adult.

WHAT THIS FILE IS

A fillable PDF: 5 voice-level cards cut apart and punched for a one-inch book ring, color and ink-saver, blank cards for spares, and 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

It is not an editable online slideshow or word-processor document, and it is not a behavior plan or a program. It supplies no prompt hierarchy, fading schedule or mastery rule, and promises no outcome. Which level a setting expects, and how often to check in, is your own plan, never this file's.

WHICH PAGE, WHEN

YOUR SITUATION	GO TO
A student learning the five voice levels	Ring sheet, page 6
A small group, or a ring that travels in a folder	Ring sheet, page 6
A photocopier, or a copy for a second adult	Ink-saver ring sheet, page 9
A paraprofessional or specials teacher who needs it on one page	Hand-off page, page 16
The IEP meeting or a family conference	Roll-up and graph, page 13; example, page 14

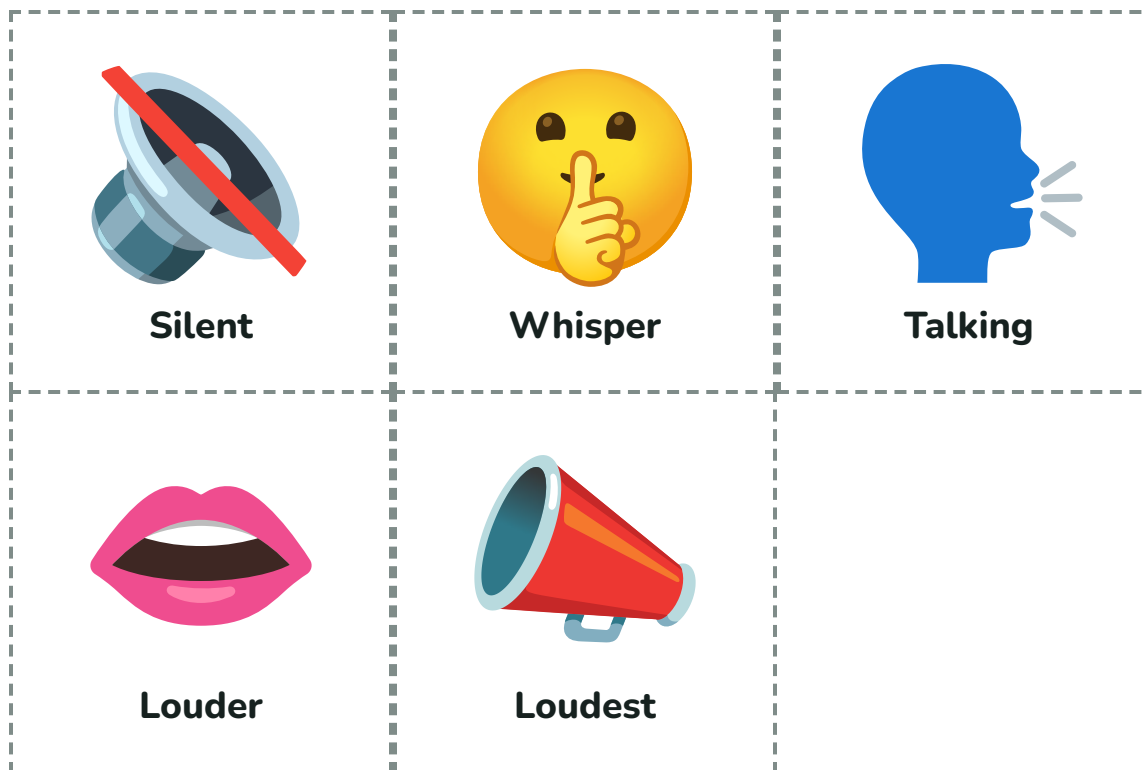
IF SOMETHING DOES NOT WORK, AND WHERE THIS FILE LIVES

A field will not hold my typing. Open in Adobe Acrobat Reader or Preview, not a browser tab. **A picture reads as a different level.** Use a blank card; the **Ask a Question** tab reaches me for a free fix. **Confidentiality:** a filled-in log is a student record — initials only leaving your hands, first name only on the family page.

CARDS

Voice Level Ring Cards (Color)

Five voice-level cards (Silent, Whisper, Talking, Louder, Loudest), 2 inches square, cut apart and punched for a one-inch book ring. Print on cardstock, cut on the dashed lines, punch near the top edge of each card, and thread onto the ring. Unlike a sequence ring, a level ring is not flipped in order: a student points to the level that matches their voice right now. This is the color set; the same cards in the ink-saver set are on page 9.



WHAT EACH CARD SHOWS, AND WHAT TO SAY

#	LEVEL	USED FOR	SAY IT ONCE, WHILE YOU SHOW IT
1	Silent	used when no talking is expected at all	"Silent. No talking at all."
2	Whisper	used for a voice only the person right next to you can hear	"Whisper. A very quiet voice."
3	Talking	used for a partner or a small group	"Talking. Your ordinary talking voice."
4	Louder	used for reading aloud or talking to the whole room	"Louder. A bigger, louder voice."
5	Loudest	used outside, or for an emergency	"Loudest. The loudest voice you have."

WHY THIS RING PRINTS ONE SET, NOT TWO

A fixed sequence ring repeats its cards so the ring always carries a spare set alongside the one in use. A graded scale does not need a spare: any level may be pointed to at any time, in any order, so the 5 cards print once and the ring stays light enough for a lanyard clip or a belt loop.

IF A LEVEL NEEDS A DIFFERENT PICTURE FOR YOUR STUDENT, USE A BLANK CARD (PAGE 7) INSTEAD OF THE CLOSEST PRINTED CARD.

CARDS **Voice Level Ring Cards (Ink-Saver)**

Five voice-level cards (Silent, Whisper, Talking, Louder, Loudest), 2 inches square, cut apart and punched for a one-inch book ring. Print on cardstock, cut on the dashed lines, punch near the top edge of each card, and thread onto the ring. Unlike a sequence ring, a level ring is not flipped in order: a student points to the level that matches their voice right now. This is the ink-saver set; the same cards in the color set are on page 6.



WHAT EACH CARD SHOWS, AND WHAT TO SAY

#	LEVEL	USED FOR	SAY IT ONCE, WHILE YOU SHOW IT
1	Silent	used when no talking is expected at all	“Silent. No talking at all.”
2	Whisper	used for a voice only the person right next to you can hear	“Whisper. A very quiet voice.”
3	Talking	used for a partner or a small group	“Talking. Your ordinary talking voice.”
4	Louder	used for reading aloud or talking to the whole room	“Louder. A bigger, louder voice.”
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IF A LEVEL NEEDS A DIFFERENT PICTURE FOR YOUR STUDENT, USE A BLANK CARD (PAGE 7) INSTEAD OF THE CLOSEST PRINTED CARD.

Voice Level Check-In Ring Log

One row every check-in. It counts one thing: whether the level logged matched the level your team expects for that setting.

WEEK OF

EXPECTED LEVEL = YOUR TEAM'S OWN ANSWER FOR THAT SETTING · ACTUAL LEVEL = WHAT WAS LOGGED AT THE CHECK-IN · MATCH = YES IF THE TWO ARE THE SAME LEVEL, NO IF NOT

[illegible]

TRACKER

Weekly Roll-Up and Graph

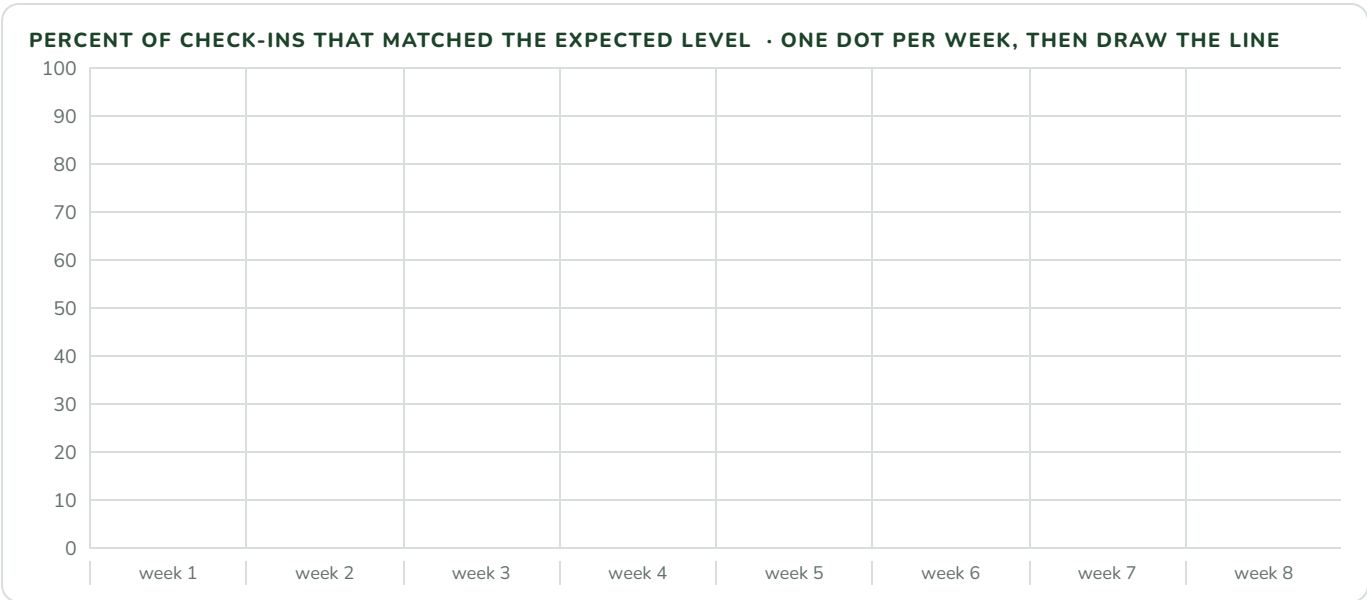
One row and one dot per week, from the log. Eight weeks across, 0 to 100 percent.

STUDENT

GOAL (YOUR DISTRICT'S OWN WORDING)

CRITERION (YOUR TEAM SETS IT)

#	WEEK OF	CHECK-INS	TIMES MATCHED	PERCENT MATCHED	NOTES
1					
2					
3					
4					
5					
6					
7					
8					



FIGURING THE PERCENT

Count the Yes marks on the log (page 12) for the week and divide by the total check-ins logged that week, times 100, rounded to the nearest whole number.

BRINGING THIS PAGE TO A MEETING

A rising line says the actual level is matching the expected one more often. The criterion field above is where your team’s own number goes.

EXAMPLE

Filled Example

SAMPLE · INVENTED STUDENT

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

Kai 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 pages read once real marks are on them.

The log, one day (page 12)

SETTING OR ACTIVITY	EXPECTED LEVEL	ACTUAL LEVEL
Morning meeting	Whisper	Whisper
Independent work	Silent	Silent
Small group reading	Talking	Talking
Lunch	Louder	Loudest
Recess	Loudest	Loudest
Pack-up	Talking	Talking

The roll-up, three weeks (page 13)

#	WEEK OF	CHECK-INS	TIMES MATCHED	PERCENT MATCHED	NOTES
1	9/8	20	13	65%	–
2	9/15	22	16	73%	–
3	9/22	24	20	83%	–

READING THE NUMBERS

This day's check-ins: 5 of 6 matched the expected level (83 percent), one setting off. The three weeks run 65, then 73, then 83 percent — a line rising week on week, which is what "matching more often over time" looks like on paper. Every percent above is that week's own matched count divided by its total check-ins, times 100, rounded to the nearest whole number — the same arithmetic the roll-up page asks a real team to repeat.

A LINE THIS SHEET COULD WRITE

"Kai matched the expected voice level 20 of 24 check-ins the week of 9/22 (83 percent), up from 13 of 20 the week of 9/8."

HOW THE GRAPH WOULD LOOK

Three dots on the roll-up graph (page 13) at 65, 73 and 83, joined by a line that rises. The one miss in the day shows the log tracks WHICH setting needed a closer look, not just how many check-ins happened.

WHAT THIS EXAMPLE IS NOT

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

WHY THE MISS FELL WHERE IT DID

This day's single miss was at Lunch, where the expected level was Louder and the level Kai actually logged was Loudest — louder than the setting called for, not quieter. That is a coincidence of this invented day, not a pattern this file claims about Kai or any real student. The log records which setting needed a closer look, not why the level ran high there.

 NOTES

Family Page

Send home the week the ring is new, or any week it would help.

STUDENT (FIRST NAME)

WEEK OF

FROM (TEACHER)

THE FIVE VOICE LEVELS WE PRACTICE

These are the five voice levels we practice at school, quietest to loudest. Point to the level or give the ring to the student: which level matches the voice right now? There is no wrong level to notice.


1. Silent


2. Whisper


3. Talking


4. Louder


5. Loudest

HOW CHECK-INS WENT THIS WEEK, DAY BY DAY

MON	TUE	WED	THU	FRI

A SETTING WHERE THE LEVEL MATCHED WELL THIS WEEK

A SETTING THAT NEEDED MORE SUPPORT THIS WEEK

ANYTHING TO TELL ME BEFORE NEXT WEEK

QUESTIONS? BEST WAY TO REACH ME

SIGNATURE (FAMILY), IF YOUR SCHOOL ASKS FOR IT