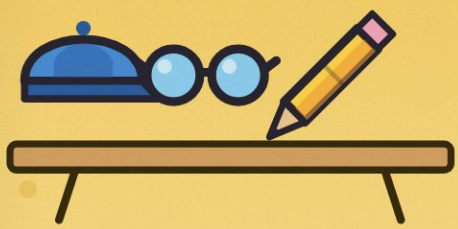
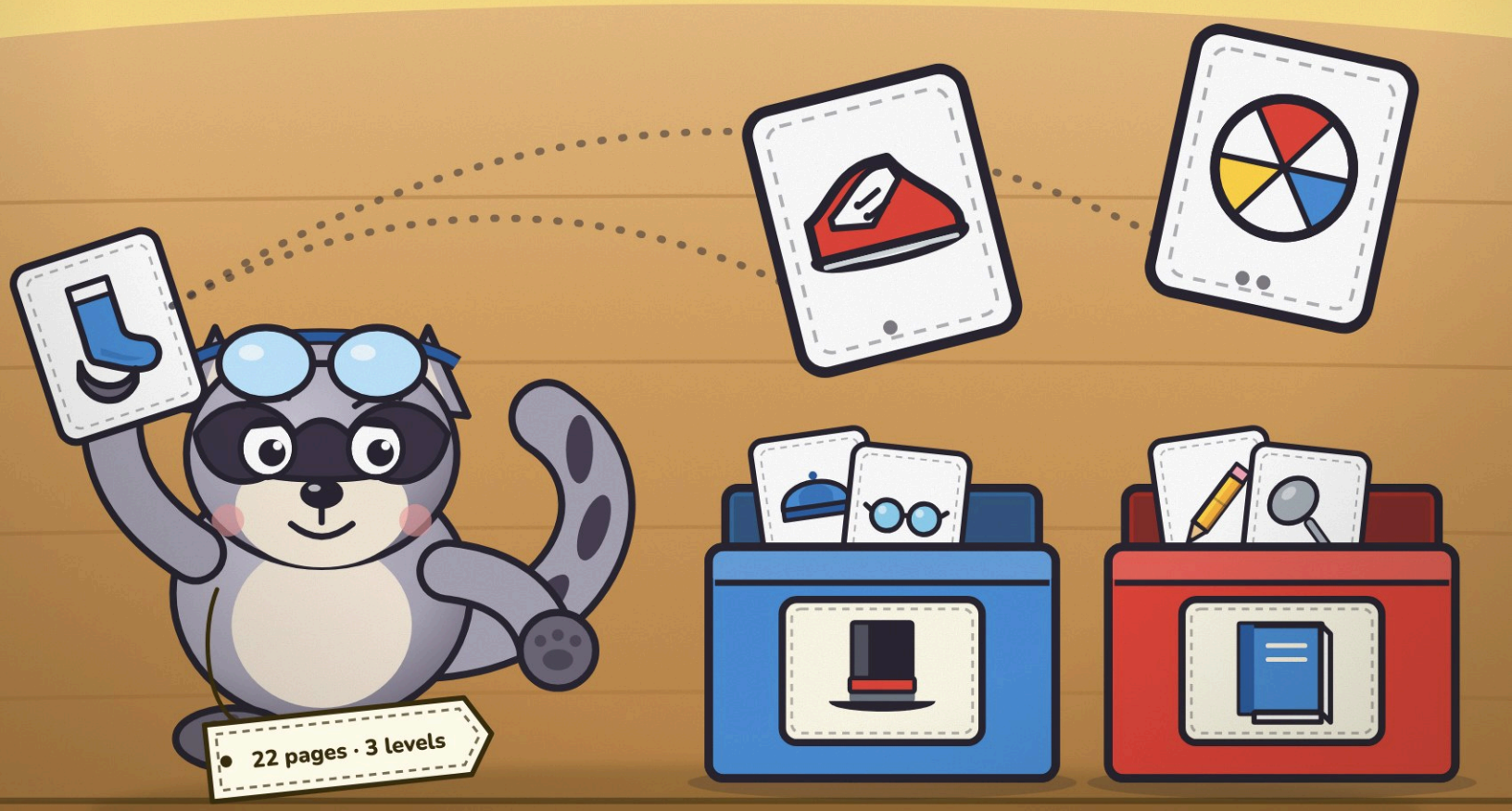
Wearable or Not?

TASK BOX

INDEPENDENT Work





• 22 pages · 3 levels

Special Education · Independent Work · PreK – 2nd

by Bright Path Sped

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TWO SETS, ONE BOX

Sections 1 and 2 are the same cards twice: full color for a laminated classroom 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.

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 say the same short line each time (page 21). The child places each card in the WEARABLE bin or the NOT WEARABLE 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 picture cards and a sort mat built in, plus the data pages behind them. 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 picture reads as a different word to my student. Pull that card and score the round out of the cards given; 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)



WEARABLE



NOT WEARABLE

CARDS Level 1 Cards (Color)

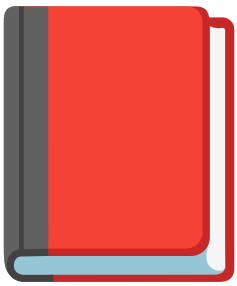
6 rounds, two cards per round — 12 cards: 6 wearable, 6 not wearable. Print on cardstock, cut along the dashed lines. This is the color set; the same rounds are on page 12 in the ink-saver set.

ROUND 1



hat

ROUND 1



book

ROUND 2



ball

ROUND 2



shoe

ROUND 3



sock

ROUND 3



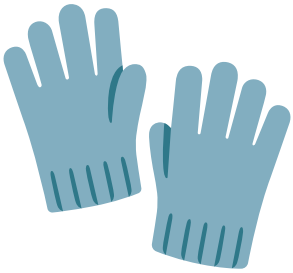
ice cream cone

ROUND 4



car

ROUND 4



glove

ROUND 5



cap

ROUND 5



baby bottle

ROUND 6



pencil

ROUND 6



boot

RUNNING A LEVEL 1 ROUND

Hand over one strip, cut into its two cards. One is something you wear (hat, shoe); the other is something you don't wear (book, ball) — the pictures a child names surest, so the first sorts are nearly impossible to get wrong. Each card goes into one bin on the mat.

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

CARDS Level 3 Cards (Ink-Saver)

3 rounds, four cards per round — 12 cards: 7 wearable, 5 not wearable. Print on cardstock, cut along the dashed lines. This is the ink-saver set; the same rounds are on page 9 in the color set.

ROUND 1



t-shirt

ROUND 1



shorts

ROUND 2



swimsuit

ROUND 2



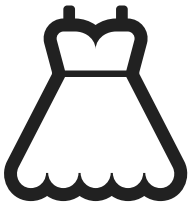
flip-flop

ROUND 1



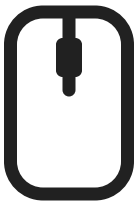
frame

ROUND 1



dress

ROUND 2



mouse

ROUND 2



shopping bags

ROUND 3



artist palette

ROUND 3



price tag

ROUND 3



high heel

ROUND 3



headphones

RUNNING A LEVEL 3 ROUND

Four cards cut as a 2 × 2 block. The pictures a child names least surely live here (high heel, headphones on the WEARABLE side; artist palette, price tag on the NOT WEARABLE side). The split varies from 2 wearable cards to 3, so a child has to look at every card. 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 right bin. 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.

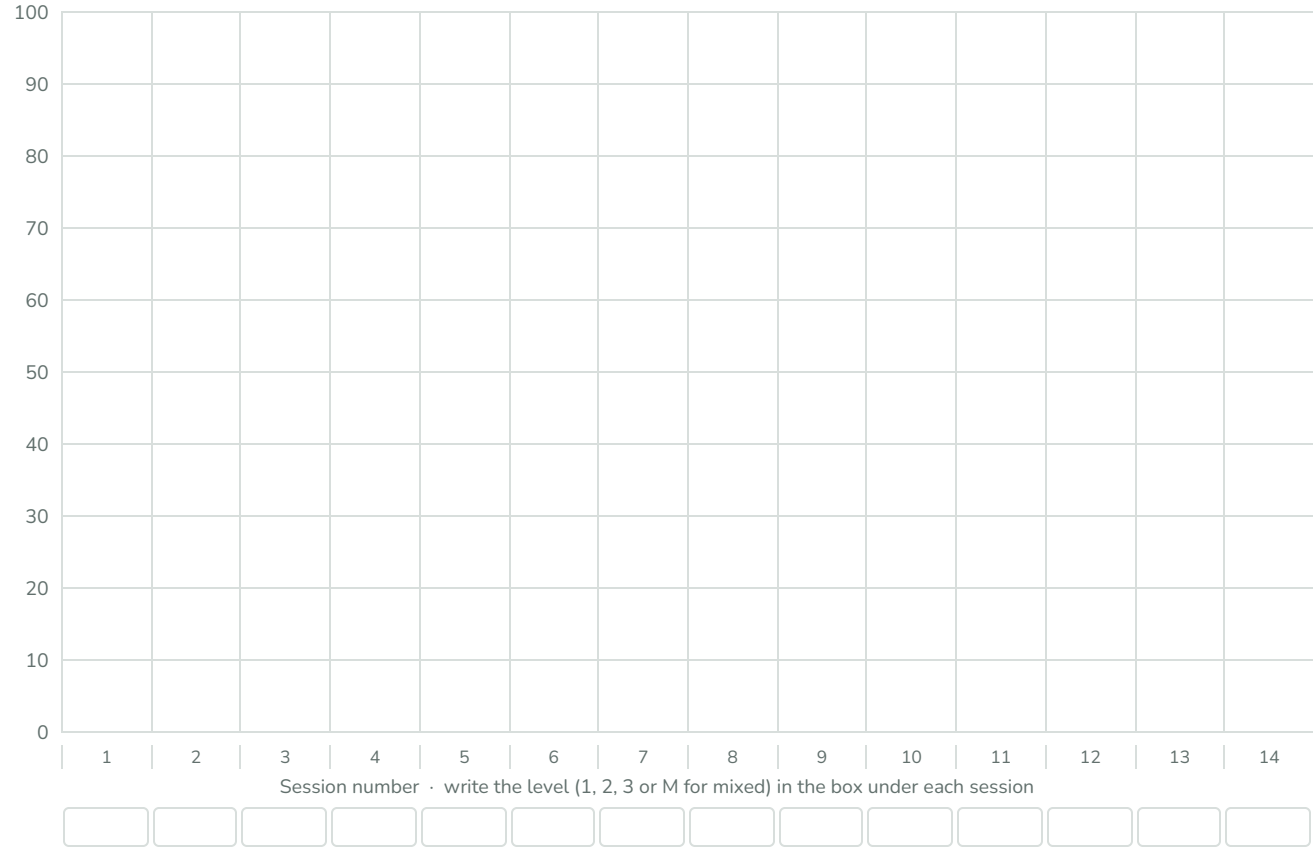
TRACKER

Percent Graph

Fourteen sessions across, 0 to 100 percent. One graph per student per task box.

STUDENT _____ TASK BOX _____ CRITERION (YOUR TEAM SETS IT) _____

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.

Eli 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	10/13	L1	1–3	5	6	83%	Pointed at mat once
2	10/15	L1	4–6	6	6	100%	None
3	10/20	L2	1–2	4	6	67%	Repeated the words
4	10/22	L2	3–4	5	6	83%	Pointed at mat once
5	10/27	L2	1–4	12	12	100%	None
6	10/29	L3	1–2	5	8	62%	Repeated the words
7	11/3	L3	3	3	4	75%	None
8	11/5	L3	1–3	11	12	92%	None

READING THE NUMBERS

Session 1, Level 1: 5 of 6 cards, 83 percent. The first Level 3 session was 5 of 8, 62 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 wearable / not wearable sort task box (Level 3, four cards per round), Eli sorted 5 of 8 cards correctly on 10/29 and 11 of 12 on 11/5 (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 Eli'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 Eli. A row that reads "none" on the help column and 100 percent on the score is what independent work looks like on paper.